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ABSTRACT

A study used qualitative and quantitative techniques to investigate Arab university students' motivation for studying English as a second language (ESL), attitudes toward studying English and the English language, attitudes toward Americans and the United States, and future expectations for study of English. Subjects were 15 male and 7 female students from diverse Arabic-speaking backgrounds, all with at least five years of ESL study, studying at Arizona State University. Results revealed a number of categories of motivation for studying English, both before and after arrival in the United States, and also showed gender-related differences in motivation. Attitudes toward study of English fell into nine categories ranging from amusement to resentment; again, some gender differences were found. Attitudes toward methods of English instruction in the home country were generally unfavorable, but were generally favorable toward English instruction in the United States. Attitudes toward Americans and the United States before arrival fell into five categories: attraction; admiration; dislike; fear; and indifference; most students expressed positive feelings. After arrival in the United States, attitudes become more complex and reflected culture conflict and significant adjustment; female attitudes were generally negative. Most felt little need to study English further. (MSE)

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ED 392 279

A STUDY OF ARAB STUDENTS' MOTIVATIONS AND ATTITUDES FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE

by

Mahmoud F. Suleiman

A Dissertation Presented In Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy

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ABSTRACT

The study used qualitative and quantitative techniques to investigate Arab university students' motivation for studying English as a foreign language, attitudes toward studying English and the English language, attitudes toward Americans and the United States, and future expectations for studying English as a foreign language. After the data was collected and analyzed, the findings pertaining to motivations and attitudes were presented in separate sections. First, the qualitative findings were reported and summarized in several matrices. Second, the quantitative findings were presented and summarized in a Box-and-whisker plot format. Comparisons by nationality, and gender were presented for each category on motivation and attitudes.

The study revealed several categories of motivation for studying English as a foreign language. Also, mixed feelings toward English as a foreign language along with different attitudes towards Americans and the United States were unveiled; these attitudes range from being positive, and neutral to negative.

Certain pedagogical implications were presented in terms of foreign language curriculum design and planing. These can serve as guidelines for the teachers of English to be more effective, and to augment the motivation of Arab students and cultivate more positive cross-cultural attitudes.

DEDICATION

To whom I adore.

To my family, and to my wife, and daughter with love.

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CHAPTER I
INTRODUCTION

This investigation utilized both qualitative and quantitative techniques to investigate and describe the motivation and attitudes of Arab university students pertaining to the study of English as a foreign language, the American people and the United States and the students' future expectations about English.

Chapter I presents the background of the study, its significance and purpose, and the research questions addressed.

Chapter II delineates a review of the relevant literature to the theoretical and practical assumptions of this investigation. The literature on motivation and attitudes in English as a foreign language, English as a second language, and English in the Arab World, are reviewed.

Chapter III outlines the methodological framework of this investigation. It describes both qualitative and quantitative techniques used in the data collection and analysis.

Chapter IV presents the findings and discussion of this investigation. Qualitative and quantitative findings are reported separately.

Finally, Chapter V provides the conclusions and implications of this study. It also provides some pedagogical guidelines for teachers of English as a foreign language, and foreign language curriculum designers in the Arab World.

Background of the Study

English is being taught throughout the Arab World as a foreign language in schools and universities. Arabic-speaking students represent a variety of sociocultural, and linguistic backgrounds. Their educational expectations and attitudes reflect these numerous differences (Yorkey, 1977).

Arabic-speaking students are sent to the U. S. by their governments, employers, or families to pursue a degree. They are expected to return to their home countries upon completion of their studies to utilize the skills they have acquired for the well-being of their countries. Other reasons, however, that influence Arabic-speaking students to come to study in the United States may be dictated by political instability in their countries. Thus, these reasons involve finding "an opportunity to get away from the discrimination to which they are subjected by their government, and an opportunity to get away from family and social pressures" (Rao, 1979).

However, some of these students lack motivation to learn English as a foreign language thus having an unfavorable attitude toward English. Others are not motivated because learning English is not an objective in itself for coming to the United States. Rather, they have a career goal to be achieved, which may help them attain a decent job or a more successful future. Spolsky (1969) maintains that foreign students will not explicitly admit to their "original motives," but will tend to insist on "instrumental motives." There is an important distinction in the study of motivation and attitudes between instrumental and integrative motives. Instrumental

motivation is the desire to learn a second language for some useful purpose, such as a job, travel and so forth. Integrative motivation is the desire to learn a second language in order to communicate with its speakers. Arab university students' attitudes and motivations are reflected in their subjective evaluations of English in terms of its advantage or disadvantage in their success (El-Dash & Tucker,1975; Tucker & Sarofim, 1979; Sadiqi, 1991).

There seems to be a variety of factors that affect Arab students' motivations and attitudes toward English and its speakers. Apart from the general linguistic and sociolinguistic difficulties in the teaching of English as a foreign language to Arab students, one of the most important factors has to do with the Arab society; it is diverse in nature despite the common cultural and linguistic traits that are found in various Arab societies. This diversity constitutes a bridge to understand different cultures and learn about them. This diversity stems from geographic, ethnic, religious, political and socio-economic factors that are found throughout the Arab world. Sadiqi (1991) maintains that Arab students reflect the overall attitude of Arabs as a "sizable portion" of the Arab society.

Another significant factor that has a positive impact in EFL learning deals with Arab attitudes about their own language and other languages. The High Classic form of Arabic is the common literary language in the Arab countries. Given that the High Classical form of Arabic is the language of the Quran, students' attitude toward High Classic Arabic is highly positive. The importance of the High Classic Arabic language has had a significant impact on students' language attitude and motivation toward

learning second or foreign languages. El-Dash & Tucker (1975) found that there is a general trend of "likability" for national university students who speak English and Classical Arabic among Arabs in Egypt. In other words, an Arab who knows a second language enjoys high social prestige among the members of Arab societies. It is not surprising to find the number of Arabic-speaking students increasing in Western and American universities, joining an increasingly international movement of EFL learning to play "wider roles" (Swales, 1988, p. viii) as English language speakers. Foreign language learning is viewed as a linguistic asset that can bring development and reform to the Arab countries as these students deliver the essence of science, technology, and development.

However, regardless of how or why Arab students come to the United States, questions about their motivation for learning English, their attitudes toward learning English and its speakers in the United States merits continued investigation.

This study attempted to: (a) identify Arab students' motivation for learning English; (b) learn about the Arab students' attitudes towards learning English, the English language and the target community; and (c) describe these motivational and attitudinal factors that guide their (Arab EFL university students) persistence in studying English in the United States.

Statement of the Problem

One of the major dilemmas related to EFL instruction in the Arab World is associated with providing adequate methods, materials, and qualified teachers to augment English acquisition (El-Sayed, 1987).

Equally important to EFL instruction, Arab students have not been given the opportunity to assess their own needs, motivations, and attitudes in their EFL preparation. Although teacher identification of students' needs and motivations in second language instruction and curriculum planning is important, student input pertaining to their self-assessed language needs, motivation and attitudes is essential (Fayer & Krasinski, 1984). Research in second and foreign language learning has sought to identify the most significant and potentially predictive factors for success or failure in second language or foreign language learning among different language groups. There is a continuing debate about how to promote EFL instruction in the Arab educational system.

There is a critical need to further explain and interpret the motivational and attitudinal factors that affect the acquisition of English by adult Arab learners. These factors play a large role in foreign language achievement.

Significance

The role of attitudes and motivation in second and foreign language acquisition has been emphasized by many researchers (Gardner, 1979; Krashen & Terrell, 1983; Brown, 1987). In a foreign

language learning environment, students often have not had sufficient experience with the target-language community to have attitudes for or against it. Affective characteristics of the learner, such as attitudes and motivation, have a marked effect on second language learning (Hammerly, 1986; Raphan & Gertner, 1990). The learner's attitudes and motivation toward second language study can affect the outcome of second language learning. In EFL situations, affective predispositions (i.e. the learner's beliefs, feelings, and intentions) towards the target language community are likely to explain a proportion of language achievement (Olshtain, Shohamy, Kemp, & Chatow, 1990). These affective variables deal with the social/political contexts from which attitudes and motivation are derived (Gardner, 1982b). Integrative motivation, instrumental motivation, and sociocultural motives, and socio/political factors are significant aspects in EFL learning. These motivational/attitudinal factors play an important role in language achievement in EFL situations. These issues have been largely overlooked by researchers who have worked with adult Arabic-speaking students. The analysis of the role of attitudes and motivation on Arab learners' attainment of English provided needed but previously undocumented information for teachers of English as a foreign language.

Purpose

This study is designed to examine the orientation of adult Arab university students toward learning English as a foreign language. This investigation: (a) identified Arab students' motivation for learning English; (b) assessed their attitudes toward learning English; (c) investigated their attitudes toward the English language and the target community, and; (d) described motivational and attitudinal factors that guide their persistence in studying English.

The objectives for this study are:

1. Examine the cross-cultural motivational and attitudinal factors for adult EFL Arabic-speaking learners;
2. Identify difficulties, that emerged from the data, in the attitudes and motivation of Arab EFL learners;
3. Provide general pedagogical implications to motivate Arab students for learning English.

Research Questions

The following research questions addressed in this study are:

1. What was the motivation for learning English as a foreign language by adult university Arab learners?

2. What are the adult Arab students' attitudes toward second language learning that influenced their learning of English as a foreign language?

3. What factors determine the reasons for learning English?

4. How does the learners' background affect their motivation and attitudes with regard learning English as a foreign language?

5. What are the attitudes of these learners toward the U.S. and American society?

6. What is the role of attitudes and motivations in promoting foreign language learning by Arab university EFL learners?

7. What motivates Arabic-speaking university students to persist in the learning of English as a foreign language?

CHAPTER II

REVIEW OF LITERATURE

The relevant literature, mainly relative to the theoretical assumptions of the topic, is very voluminous. Within the scope of this study, it is possible to investigate related aspects of second and foreign language learning such as the ESL/EFL learner's expectations on learning a second language and the affective domains that shape the attitudes of participants towards the second language and its speakers. However, the literature review involves: (a) research on motivation and attitudes in second/foreign language learning; (b) relevant research on attitudes of Arab EFL learners; and (c) research regarding English in the Arab World.

One of the major aspects of research on attitudes related to second/foreign language learning has been on the orientation of the learner toward the speakers of the target language (Hakuta, 1986). Research in this area has been pioneered by Gardner and his colleagues. Gardner & Lambert (1972) found that success in language attainment was dependent upon the learner's affective predisposition toward the target linguistic-cultural group. Gardner & Lambert (1972) were instrumental in the conceptualization of "integrative motivation" which "reflects a high level of drive on the part of the individual to acquire the language of a valued second-language community in order to facilitate communication with that

group" (Gardner, Smythe, Clement, & Gliskman 1976, p. 199). Integrative motivation, then relates to factors such as "interest in foreign languages," "desire to learn the target language," "attitudes toward learning the target language, "desire to interact with the target language community," and "attitudes toward the target language community" (Gardner, 1982a). This motivation is different from "instrumental motivation" in which the learner is interested in learning the foreign language for pragmatic, utilitarian benefits of language skills (i.e., a better job or a higher pay).

Attitude formation, according to Brown (1987, p. 126), develops in the early stages of one's life and is the result of parents' and peers' attitudes, and "contact with people who are 'different' in any number of ways, and interacting affective factors in the human experience". Students whose experiences are unpleasant with English or its speakers tend to have unfavorable attitudes towards the host country and its language (DuBois, 1956). This is true of the Arab EFL learners who develop certain types of attitudes, negative or positive, towards English and other foreign languages. Elbiad (1985) investigated the attitudes of Arab high-school students' towards English in Morocco and reported different kinds of attitudes among the participants. The results of the investigation show that when respondents are given a choice between French and English, they tend to choose English on the basis that the former is considered as a colonial language, while English is perceived more useful for the future of the country (72% of the students rank English as being more likable than French). The negative attitude of the participants towards French was acquired in the early stages

of their life and was enhanced by their parents who perceived the French as colonizers of their country. Sadiqi (1991) classifies languages in Morocco as falling into three categories: national (e.g. Classical Arabic, colonial (e.g. French, and foreign (e.g. English). Sadiqi (1991) states that being "a colonial language French has inevitably been considered a symbol of political and cultural dependence, although this is not explicit. The rather negative attitude toward French indirectly increases the popularity of (and hence the positive attitude toward) English, a language without any colonial connotation" (p. 111).

Gardner & Lysynchuk (1990) attempted to investigate the impact of attitudes on language learning. Gardner & Lysynchuk's primary work was with English-speaking students learning French in Canada. Gardner & Lysynchuk (1990) defined motivation as a construct made of certain attitudes, the most important of which is group-specific (i.e., the learner's attitude toward the members of the target speech community and their language). Thus, an English speaking Canadian's positive attitude toward French Canadians, will result in a high "integrative motivation" to learn French. Research on integrative motivation would yield statements such as "It [learning a second language] will allow me to meet and converse with more and varied people" (Gardner & Lambert, 1972, p. 148). On the other end of the spectrum, second and foreign language learners may be instrumentally motivated; their attitudinal orientation will also affect target language proficiency (England, 1983). To use Gardner and Lambert's terminology, "instrumental motivation" would yield such statements by second language

learners as "One needs a good knowledge of at least one foreign language to merit social recognition" (p. 148).

The integrative-instrumental dichotomy, with integrativeness as the more significant factor, soon became widely accepted, and many subsequent studies confirmed the validity of Gardner's theory. Clement & Kruidenier (1983) raised the possibility that in certain environments where factors have not yet been analyzed might also affect motivations and attitudes. Clement & Kruidenier's (1983) supported their stance with empirical data by conducting a large-scale survey in Canada, looking into several kinds of orientations and reasons in different samples varying in ethnicity and the target language. The major outcomes of their research were: (1) learners learned a second language to travel, (2) to make new friends, (3) to acquire knowledge, and (4) to use it in their lives.

Similar studies on the relationship between attitudes and language attainment have been conducted by (Oller, Hudson, and Liu, 1977; Chihara and Oller, 1978). These studies involved Chinese (Oller, Hudson, and Liu), Japanese (Chihara and Oller, 1978), Spanish (Gilsan, 1987), Puerto Rican (Fayer et al, 1984), Malaysian and Indonesian (Rocha-Erkaya, 1989) students' achievement in English as a second language and the related attitudinal factors. Although the researchers found mixed results on the relative benefit or lack of benefit of integrative and instrumental motivation, they generally concluded that positive attitudes toward self, native language group, and second language speech community augmented their proficiency in English.

The different arguments and findings with regard to the motivational and attitudinal components vary as a function of the environment in which language learning takes place. More recently, in an overview of his theory, Gardner (1988) stated the view "that the role of attitudes and motivation should be consistent in many different contexts, and thus a universal in language learning, is just too simplistic" (p.112), thus calling for more research in this area.

Olshtain, Shohamy, Kemp, & Chatow (1990) point out that Gardner originally formulated his theory on the basis of surveys conducted primarily in a second language learning context, where the target language is mastered through direct exposure to it or through formal instruction accompanied by frequent interaction with the target language community in the host environment or in a multicultural setting. They also noted that second language acquisition contexts refer to a range of learning environments that can be further classified according to the number of the languages spoken in the area, the learner's ethno-linguistic vitality, and the cultural and social circumstances in addition to the intergroup relations found in a particular context (Gardner,1988).

Second language contexts, on the other hand, are different from other kinds of language learning milieu generally referred to as foreign language learning situations (Raphan et al, 1990). A foreign language learning context usually involves a community in which one or two languages are taught in school for several years as an "academic subject and many students develop proficiency in them" (Dornyei, 1990, p. 49). Littlewood (1984) pointed out that FL learners are learning an international language in which the aim

of learning is not so much to interact with the native-speaking community, as to communicate with others who have learned it as a foreign language. English has become the major official language of several professions and most academic fields in addition to being the tool international communication.

Dornyei's (1990) study investigates the components of motivation in foreign language learning which involves learning the target language in institutional/academic setting without regularly interacting with the target language community. Dornyei developed a questionnaire and administered it to 134 English as a foreign language (EFL) in Hungary with the aim of defining the relevance and characteristics of integrativeness and instrumentality in foreign language learning, and to identify other motivational components. Dornyei's study demonstrated that instrumental motives significantly contribute to motivation in foreign language learning situations. This dimension of motivation involves a number of extrinsic motives including one which is partly integrative in nature. Furthermore, affective factors that traditionally have been part of integrative motivation were found to contribute to motivation in foreign language learning as well. The results led Dornyei to conceptualize an Integrative Motivational Subsystem in EFL situations. The Integrative Motivational Subsystem is a multi-faceted dimension of motivation in EFL consisting of four "loosely related components: (1) interest in foreign languages, cultures, and people; (2) desire to broaden one's view and avoid provincialism; (3) desire for new stimuli and challenges; and (4) desire to integrate into new community" (p. 69).

One of the major factors that plays a significant role in the attitudes and motivations of Arab EFL learners deals with the American provincialism which might be a source of discouragement and frustration. According to S. Frederick Starr, the president of Oberlin College and a member of the National Advisory Council for the National Foreign Language Center, both Arabs and Americans have fallen victim of "American provincialism". He notes the ignorance of Arabic language and culture in American colleges and universities. Starr maintains that "even as universities parade their profound commitment to 'multiculturalism' in the curriculum", there are very few students studying Arabic, and "only 123 colleges and universities offer Arabic, even though it is spoken by 200 million people and a major *lingua franca* of business and culture" (Starr, 1991, p. B2).

Historically, Arabic was the "lingua franca" of the world in much the same way as English is today's international language. The influence of Arabic can be illustrated in the origins of words (e.g. alcohol, algebra, zero), the adoption of the Arabic numeration system, science and mathematics. In short, "Arabic is the language of one of the world's great civilizations, and one to which the West has been profoundly indebted for over a millennium in fields as diverse as mathematics, chemistry, geography and philosophy" (Starr, 1991, p. B2). And yet, little is known in the West and America of such contributions to humanity.

To determine the motivation and attitude construct relevant to Arab EFL learners research has also been limited. However, a number of research studies address these issues. Kamal (1984)

studied the attitudes of a group of Arab students toward the American culture and how these attitudes impact their social adjustment and academic performance. Similarly, Kamal & Maruyama (1990) study cross-cultural interactions of a group of Arab students at U.S. universities enrolled to complete a degree program. The students had to deal with "culture shock" of having to observe, interpret, and interact in the American culture and university life. Like other foreign students, Arab "students studying in the United States commonly experience a variety of personal and academic problems" (p. 125). The study examines the attitudes of a group of foreign students studying in the United States toward their education and the American society within which they have been interacting. It delineates a conceptual framework frequently used to examine intergroup contact among American groups, translates that framework to international contact and applies it to the study of the participants attending universities in the U.S. Kamal & Maruyama (1990) maintain that "cultural differences and language barriers may contribute to the formation of negative attitudes by producing divergent perspectives and by inhibiting contact" (p. 125).

Kamal & Maruyama (1990) studied a contact theory perspective to examine the attitudes of 223 Arab students who pursued their higher education in the United States. Contact theory, according to Kamal & Maruyama (1990), "argues that intergroup contact should lead to positive perception of others, provided contact (a) is prolonged, (b) is between people of equal status, (c) is developed during the pursuit of common goals, and (d) enjoys the sanction of those in authority" (p. 124). Kamal &

Maruyama (1990) point out that "it seems sensible to examine the international implications of contact theory" (p. 125). To do so, they provided evidence that the particular types of contact promote the development of positive attitudes towards Americans rather than the length of the time spent in the U.S. Also indirect contact with the Americans have little impact on Arab student attitudes; students experiencing promotive contacts displayed more favorable attitudes towards the United States.

Storti (1989), in his book *The Art of Crossing Cultures*, has broken new ground in the study of culture shock as he focuses on the basic psychological processes involved. His book is intended for all those going abroad, for various reasons including studying, whose circumstances require them to interact effectively with the host people. While encountering a foreign culture and adapting to it, Storti (1989) suggested a model for encountering the culture straight-on, managing the temptation to withdraw, and gradually adjusting expectations to fit behavior to fit the reality of the culture.

Meloni (1990) investigated the adjustment of Arab EFL students to university life in the United States. The subjects, who are enrolled at George Washington University in Washington, D.C., responded to a number of questions that focus on their language and cultural barriers they had to overcome after they arrived in the U.S. Some of these questions are: Did anything shock or surprise you when you first arrived to the United States? Have you had any problems adjusting to life in the United States? What do you especially like about the United States? What don't you like about the United States? Students provided information about their

personal and educational experiences living in the United states. The information given by those participants "should prove useful to EFL instructors and other university personnel who come into contact with students from Arab countries" (p. 11). Furthermore, in their responses to questionnaire questions, they spelled out their frustrations about the target language barriers and the culture of the target language community. Answers also reflected certain experiences that shaped their attitudes towards English and the United States, as well as their attitudes towards their native language-community. Although English is one of the major concerns to the Arab students who advised their friends to "learn English well before coming to the U.S., they frequently complain that their professors "knew nothing about Arab culture." The students said, "it would be flattering if professors learned a few Arabic words, the names of some cities, and had some general cultural information" (p. 18). Since it "seems that teachers of English as a foreign language, for example, often used Spanish examples in class but never Arabic ones," (p. 18), teachers should "make special efforts to learn more about the Arab students in order to facilitate their adjustment" (p. 19), and promote positive attitudes and intercultural understanding.

English in the Arab World

The Arab nation has frontiers that are no more than arbitrary lines drawn on the map caused by contending colonial powers. Consequently, no indigenous language could become the instrument of national unification and development. However, given the context and the heritage of colonialism and neocolonialism, it is impossible to anticipate the development of a linguistic instrument of modern commercial, ethnocratic and literary communication. Thus, English and some other languages (e.g. French, Italian) have been adopted and taught throughout the Arab world and, as a result, countless new bilinguals have been and are being created.

Macnamara (1967) points out that in the Arab world there are numerous instances of bilingualism not based on ethnic differentiations within the Arab society but due to the linguistic distance between the vernacular and standard of the Arabic language. He maintains that widespread bilingualism occurs because of one basic reason; the revival and expansion of national languages that had been absent for centuries, or used for limited purposes by restricted linguistic groups (e.g. Hebrew in Israel).

The adoption of English as a subject matter into Arabic academic and educational institutions, a development of effective ESL teaching methods has become one of the vital goals in those situations.

The history of English in the Arab world passed through several stages the most important of which is when English was introduced officially as a foreign language in the early fifties. This was a result of the increasingly unique position of English as an

international language. Fishman, Cooper, & Conrad (1977) state that "English is the language of diplomacy, the predominant language in which mail is written, the principal language of aviation and radio broadcasting, the first language of 300 million people and an additional language of perhaps that many more" (in Sadiqi, 1991, p. 105). The aim of teaching English in the Arab countries has been generally stated to produce a culturally competent citizen, through ability to understand, speak, and write English efficiently (Abd-el-Jawad, 1987; Al-Batal, 1988). It should be pointed out that these objectives have hardly been achieved because of the lack of the cultural context in which English instruction takes place (El-Sayed, 1987).

In fact, the failure of Arab EFL learners to achieve adequate levels of bilingual Arabic/English proficiency can be explained in terms of the degree of compatibility or incompatibility of the two cultures and cultural attitudes as well as the linguistic differences between the two languages. These differences in most cases will result in mixed feelings of social uncertainty or dissatisfaction which may "characterize not only the bilingual but also the serious student of a second language" (Lambert, Olton and Tunstall, 1961, p.3).

In any case, positive attitudes have always constituted a strong impetus for language competence (Boshier, 1977; Dornyei, 1990; Gardner, 1982a,b, 1988; Sadiqi, 1991).

The role of the learners' primary language has been marked by proliferation of research on cross-linguistics; in particular, contrastive linguistic analysis and error analysis have been the basis of such studies. Since the early sixties, studies have focused on

certain linguistic levels such as phonology and pronunciation practice (Nasr, 1967). Interest in contrastive linguistics and error analysis has, provided an account of linguistic symptoms that plagued the classrooms in an attempt to remedy those linguistic difficulties (Zughoul, 1979; Mitleb, 1982, 1985; Ibrahim, 1977, 1978; Flege et al, 1980; Aziz, 1974, 1976, 1980).

Yorkey (1977) and Thompson-Panos et al (1983) emphasized the importance of Arabic and its role (covert or overt) in the progress of ESL/EFL classes and explained linguistic barriers in EFL process in terms of the relationship between English and Arabic. Yorkey and Thompson-Panos et al addressed linguistic differences between Arabic and English as a basis for determining several language acquisition difficulties for Arab EFL learners. They maintained that basic information about the Arabic language and culture on the part of the EFL teacher would help him/her in dealing with the linguistic and sociolinguistic errors Arab EFL learners make in English at all linguistic levels.

Moreover, taking the time to learn about the Arabic-speaking EFL students, their backgrounds, their culture, language, and more importantly their attitudes will increase EFL effectiveness with Arabic-speaking students. El-Sayed (1987) points out that it has been the practice of the authorities in the Ministries of Education in the Arab World to "hire many native speakers of English to teach English in schools and universities" (p. 63). El-Sayed (1987) has rejected EFL hiring policy in the Arab world and called for hiring more Arabic speaking teachers of English. He argues that those teachers (i.e., teachers of English whose native language is Arabic)

are "more effective than English speaking teachers in certain ways" (p. 84), because they are cognizant of the realities of the Arabic-speaking students.

El-dash & Tucker (1975) advocated investigating attitudinal/motivational factors that have not been previously conducted in Arabic-speaking communities. Despite the lack of definite answers to all research questions attempted to be answered by the research in this area, it is still "obvious that there is a strong need to study students' attitudes and performance" (Tucker & Sarofim, 1979, p. 28) in EFL learning process.

One area of research regarding the reasons for learning English in the developing countries and the Arab World is the use of English for Specific Purposes (ESP). The need to use English for Specific Purposes (ESP) is important in EFL environments. Some ESP programs exist in certain universities in the Arab World. The need for English was summed up by Mackay & Mountford (1978), who state that there are at least three "communication needs which are increasingly being recognized both in developing countries themselves and in other countries aiding in their development: internal communication, transmission of science and technology, and international communication" (Mackay & Mountford, 1978, in Johns & Dudley-Evans, 1991, p. 301). ESP accounts for certain aspects of Arab EFL students' motivations and attitudes because it "should encourage students to understand their roles in the educational and social development in their nations" (Johns & Dudley-Evans, 1991, p. 302).

More recently, with the increase of educational demands of Arabic-speaking students in the United States and elsewhere numerous studies emphasized language teaching from a cultural perspective. Al-Batal (1988) points out that there is a continuous growth of interest in making culture an active component in foreign or second language curriculum. He also pointed out that the nature of the Arabic language poses a difficulty in teaching Arabic language and culture to both native and non-native speakers of Arabic. Stover (1983), in his hermeneutic analysis, offered a similar account of the role of language in understanding cross-cultural aspects.

Based on the significant issues raised above, this study will aid teachers of English in the Arab world to be more effective in their foreign language classrooms.

CHAPTER III

RESEARCH METHODOLOGY

Methodological Framework

Qualitative methodology was used in data collection and analysis along with a quantitative questionnaire which was used to provide further evidence. Spindler & Spindler (1992) maintain that in qualitative research, quantitative procedures are often employed to reinforce qualitative data and interpretations of results. They state that quantification "is not the beginning point, nor is it the ultimate goal" (p.69). For the purpose of this study, a questionnaire using Likert-format scales was prepared to be administered and analyzed in terms of basic statistical procedures to reinforce qualitative data which was collected from interviews. Mean analysis and frequency tables were used to demonstrate the kinds of responses obtained from the questionnaire.

Qualitative methods stress discovery and theory development (Charmaz, 1983; Bogdan & Biklen, 1982; Glaser & Strauss, 1967). Salient features of qualitative methods are that data collection and analysis proceed simultaneously from the start as well as constructing theory from the data. In other words, data analysis is not a separate stage of research but rather is done in interaction with ongoing data collection from the start (Woods, 1992). In qualitative research, the design emerges as the study progresses,

and it changes constantly as new data is collected and new insights develop (Guba, 1978).

One of the strategies qualitative researchers employ is the study of the "context" as an integral part of the social phenomena under investigation. Some of the central questions qualitative researchers ask are: What are people doing? What is happening in social life? (Glaser, 1978). According to McCracken (1988, p.32), the long-lived familiarity with the culture under study has "the advantage of giving the investigator an extraordinarily intimate acquaintance with the object of the study. . . which gives the investigator a fineness of touch and delicacy of insight that few ethnographers working in other cultures can hope to develop" (p. 32).

Glaser's technique is well suited for dealing with qualitative data of the kind gathered from interviews, structured or semi-structured (Turner, 1981; Glaser, 1978; Charmaz, 1983; Turner, 1981). Corbin & Strauss (1990) suggest that investigations in grounded methodology should focus on specific and broader conditions affecting the phenomenon that may include cultural values, social trends, and economic orientations.

One of the basic techniques of data-gathering in qualitative inquiry is interviewing to reveal firsthand answers to issues in question (Bogdan & Biklen,1982; Walcott, 1992). Seidman (1991, p. 4) says that "interviewing provides access to the context of people's behavior" and thereby helps the researcher understand the meaning of this behavior. Seidman (1991, p.7) concludes that " interviewing is a powerful way to gain insight into educational issues through

understanding the experience of the individuals whose lives constitute education. As a method of inquiry, interviewing is most consistent with people's ability to make meaning through language".

According to Patton (1982, p. 162), there are three basic approaches to collecting data from interviewing: "(1) the informal, conversational interview, (2) the general interview guide approach, and (3) the standardized, open-ended interview."

In this investigation, the general interview guide approach was used. The guiding interview questions help focus on the specific problem while not disrupting the flow of information (Patton, 1982). The advantage of the interview guide is that the researcher must decide how to utilize time efficiently while conducting an interview. The interview guide helps reduce the issues in question and more importantly, allows the emergence of "individual perspectives and experiences" (Patton, p. 163). Furthermore, Patton (1982) considers in-depth interviewing of participants as a major way in which the "qualitative methodologist seeks to understand the perceptions, feelings, and knowledge of people" (p. 29). The interview guides are designed in such a way that allows participants to "reconstruct their experience and to explore their meaning" (Seidman, 1991, p.69). According to Patton, an interview guide is:

> . . . a list of questions or issues that are to be explored in the course of an interview. An interview guide is prepared in order to make sure that basically the same information is obtained from a number of people by covering the same material. The interview guide provides topics or subject areas within which the

> interviewer is free to explore, probe, and ask questions that will elucidate and illuminate that particular subject. . . The interview guide simply serves as a checklist during the interview to make sure that all relevant topics are covered. (Patton,1982, p. 163)

Wolcott (1992, p.19) maintains that when interviewing is employed as a sole research strategy, the researcher feels compelled to "gussy it up in more esoteric language". Thus, the rationale for the interview guide is to make sure that progress from one idea to the next has been made with regard to the relevant research questions.

Strauss and Corbin (1990) suggest that one can "use some form of quantitative data to partially validate one's qualitative analysis" (p.19). One way to do that is the use of a questionnaire which is "sometimes regarded as a discretionary matter in qualitative research interview" (McCracken,1988, p.24). In short, the questionnaire "protects the larger structure and objectives of the interview so that the interviewer can attend to the immediate tasks at hand" (p.25).

Overall, the qualitative approach suggests that the researcher has a flexible research design by utilizing a range of research methods that can bring distinct advantages to the project. Burgess (1985) suggests that qualitative data can assist in the analysis and interpretation of questionnaire data by providing a theoretical structure, by validating survey results, by helping to interpret statistical results, by providing the framework for the construction of indices, and by clarifying questionnaire data. Likewise,

questionnaire results provided an objective validation of qualitative data. Results can contribute to the informational adequacy and quality control of the investigation (Burgess, 1985; McCracken, 1988; Corbin & Strauss, 1990).

Piloting the Interviews

The data was collected primarily by conducting interviews by using the general interview guide approach. A pilot interview was conducted in English. The primary purpose of the pilot interview was (a) to establish rapport, (b) make the participant feel comfortable with the tape recorder, and (c) inform him/her about the goals of the research. Moreover, (d) the clarity of the questions was tested; all questions were understood by the participant. Also, (e) the length of time of an interview was measured; the interview lasted for an hour and a half. As a result of the pilot interview, the guiding interview questions have been broken up into five categories. Each category focuses on one aspect and sheds light on the question under investigation (see Appendix D).

Selection of Participants

Gorden (1987, p.48) maintains that often there is no need to interview all participants of the same background, "but several must be located because they have had certain relevant experiences." In this section the characteristics of the participants along with selection criteria are presented.

According to Arizona State Univer[illegible]y's International Student Office and the Office of Institutional Analysis, there are 150 full-

time Arab students currently enrolled for the academic year 1992/1993. For the purpose of this study a sample of 22 Arab undergraduate and graduate full-time students at ASU were selected. One criterion proposed is that the participants should "not have a special knowledge (or ignorance) of the topic under study" (McCracken, 1988, p. 37). The participants vary in their majors and educational backgrounds. Background information on each participant was obtained by completing the Background Information Survey (see Appendix B). The distribution according to country and gender is presented in Table 2.1.

Table 2.1

Characteristics of Participants

Country	Male	Female	Total
Palestine	4	3	7
Saudi Arabia	4	0	4
Libya	3	1	4
Jordan	4	3	7
TOTAL	15	7	22

These participants were selected according to the following criteria. All participants:

1. have had at least five years of EFL or ESL instruction before they arrived in the United States;

2. speak Arabic as their native language;

3. come from Arab countries;

4. have a TOEFL score above 500 (which is the minimum score for their admission to the university).

Approach

The participant group was engaged in three major tasks. First, all participants were asked to fill out the Background Survey to obtain background information (see Appendix B). Second, participants were asked to respond to a Likert-format Scale questionnaire for measuring motivations and attitudes using Gardner's Attitude/Motivation Test Battery (Appendix E). The questionnaire, Attitude/Motivation Test Battery (Appendix E) was prepared and adapted from (Gardner, 1985, pp. 177-181) and administered to the participants. It was color coded by nationality and gender before it was administered to the participants. Third, the participants were interviewed in English and audio taped using the interview guide approach adapted from (Meloni,1990; Rocha-Erkaya, 1989); the Guiding Interview Questions are presented in Appendix D. Both interviews and questionnaires focused on the issue of examining motivations and attitudes (see Appendix D). Questionnaire results were used to validate data collected from the interview method.

Responses were coded and categorized for analysis in terms of qualitatively and quantitatively derived findings. Statistical procedures such as mean analysis was used to present the findings of the questionnaire. Coding, according to Glaser (1978), is a two-phase process: an initial and focused coding. Initially line by line coding was used after scrutinizing the data to develop ideas. Then, coding was used to develop different categories and subcategories about emerging ideas. Although focused coding is a selective phase of the coding process, it was used to break up the categories and

develop subcategories which explicate the more general category. The focus of the investigation is reflected in the guiding interview questions which were broken up into categories. The participants' responses under each category were transcribed using a Microsoft Word 5.0 Macintosh word processing program. Focused coding was used to provide the groundwork for developing explanations and predictions. Descriptive codes were used to account for an attribution of issues under investigation. Codes are words and/or phrases emerged from the data and were used to provide interpretation of data and making sense of it.

Writing memos, according to Corbin & Strauss (1990), is an integral part of doing qualitative research; the use of memos constitutes a system to keep track of all categories and generative questions that evolve from the analytical process. Writing memos should begin with the first coding sessions and should continue to the end of the investigation. Memos provide "a firm base for reporting on the research and its implications" (p. 10). *Memoing* was used to take codes and treat them as topics or categories; this process took place throughout the research starting from the first interview. Once this was completed, the findings were reported using matrices and excerpts as appears in chapter IV.

The Interviewer-Respondent Relationship

The researcher in this investigation was the instrument in conducting the interviews with male and female participants. McCracken (1988, p.10) points out that from the anthropological standpoint, the researcher can "insinuate him-or herself into the life of the community gradually and by stages". Furthermore, he maintains that the qualitative researcher has the great potential to make interviewing more powerful if s/he is working in his/her own culture. According to McCracken (1988, p.32), when the researcher has the advantage of familiarity with the cuiture of the participants this gives him or her "a fineness of touch and delicacy of insight that few ethnographers working in other cultures can hope to develop". On the other hand, (Briggs,1986) argues that interviewing techniques rarely examine the compatibility of interviews as a means of getting information with similar ways in which participants convey information among one another in a typical way. Thus, in order to avoid errors in interpretation, the questionnaire was used to validate the findings of the data resulting from the interviewing process.

Statistical Procedures

The array of the questionnaire responses are summarized in a box-and-whisker plot format which is often used to concisely represent a distribution of data. This kind of data configuration allows comparing the central tendencies of the different groups.

One-way Analysis of Variance (ANOVA) was used for statistical comparisons between the responses. The Statistical Package for

Social Sciences (SPSS-PC) computer software was used. This procedure uses the sample mean and standard deviation to compare the differences between the population means of the distribution from which the samples are collected. To test the hypothesis that the population means are equal, this procedure calculates the F-statistics and compares the calculated F value with values from the F distribution of the appropriate degrees of freedom. SPSS-PC also offers a number of techniques for multiple comparison tests such as Scheffe Test or the Duncun's Multiple Range Test. This procedure was used to indicate which pairs are significantly different.

Delimitations of the Study

The study is delimited to adult students from Arabic-speaking backgrounds. Therefore, the findings are generalizable across the participating Arab ASU students.

Operational Definition of the Terms

For the purpose of this study, the following terms refer to:

Arabic-speaking learners: an Arab who acquired Arabic since childhood.

Arab World: refers to Arab countries from the Atlantic coast to the frontiers of Persia.

Arabic: the native language of the Arabs; is the code of communication among the Arab nation.

Attitude: an interacting affective factor in the human experience. Attitudes form a part of one's perception of self, of others, and of the culture in which one is living. Attitudes can be positive where the person has favorable perceptions of self, and of others, or negative where one has unfavorable perceptions of self, and of others.

Bilingual education: instruction in two or more than one language with the emphasis on variables pertaining the L1 and L2.

Bilingualism: one's ability to simultaneously comprehend and produce aspects of each language in social interaction.

Coding: the process of categorizing and sorting data.

Conservatism: a tendency of an individual or a group to reject new trends which makes them less receptive to change.

EFL: Learning English as a foreign language which involves learning English as an academic subject in a formal situation with no internal function of the language in the learner's country.

ESL: Learning English as a second language through direct exposure to English or through formal instruction accompanied by

frequent interaction with the target community in the host environment or in a multicultural setting.

Grounded theory: a qualitative research method that relies on oral tradition implicitly transmitted to students.

Memos: are written elaborations of ideas about the data and the coded categories.

Motivation: an inner drive or stimulus which can be global, situational, or task-oriented. In EFL, motivation can be *instrumental* where foreign language learning takes place for utilitarian purposes (e.g. get a good job), or *integrative* where language learning is motivated by the learner's desire for wider social contact or to belong to a certain community by acquiring the psychological characteristics of the group (e.g. act like an American).

Nationalism: one's advocacy to national independence as part of being devoted to one's country and people.

Provincialism: having a limited or narrow view of the world. Provincialism yields lack of awareness and knowledge about other cultures and peoples.

Stereotype: is a category that singles out an individual as sharing assumed characteristics on the basis of his/her group membership.

Traditionalism: tendency to conform to traditional beliefs, values, customs, and standards. A traditional group tends to be unable to imagine a viewpoint other than that associated with established patterns of a local culture.

CHAPTER IV

FINDINGS

This chapter reports the qualitative and quantitative findings with regard to students' motivation for studying English, along with the related attitudes toward English, English instruction, the American people and the United States. It also presents the findings pertaining to the participants' future expectations of studying English. The findings in each section are broken up into five major categories:

(1) Motivation for studying English;

(2) Attitudes toward studying English;

(3) Attitudes toward English instruction;

(4) Attitudes toward Americans and the United States;

(5) Future expectations.

Qualitative Results

This section presents the findings with regard to the students' motivations and attitudes derived from the interview data.

There are several subcategories which were presented under each one of the main categories. This was done in chronological order, i.e. the previous motivations and attitudes of the participants were presented and then their motivations and attitudes after they arrived in the United States were presented.

Under each category, a cluster of patterns are represented in a form of matrix. Each matrix illustrates the frequency of recurrent patterns. The matrices summarize the meanings, experiences, feelings, and interpretations pertaining to the participants' motivations and attitudes. Each matrix summarizes the findings revealed from the interview data. Each matrix allows contrast of findings according to nationality and gender of participating groups.

Initially, a comparison of personal and background information is presented, as derived from the background survey and presented in tables. The four participant groups consist of Palestinians, Jordanians, Saudis, and Libyans. Instead of using names, the participants were coded P_1-P_{21} names were coded so as to guarantee anonymity.

The Participants

Table 4.1 provides a description of the participants according to their age, gender, country of origin, majors at Arizona State University, and their university level.

Table 4.1

The Participants' Age, Nationality, Gender, Grade, Major

Participant	Age	Nationality	Gender	Level	Major
P_1	24	Pal.	M	Undr.	Engineering
P_2	23	Jord.	F	Undr.	Engineering
P_3	23	Jord.	F	Undr.	Architecture
P_4	22	Pal.	F	Undr.	Business
P_5	25	Pal.	F	Undr.	Marketing
P_6	24	Pal.	F	Undr.	Computer
P_7	25	Lyb.	F	Grad.	Business
P_8	25	Lyb.	M	Grad.	Political Sci.
P_9	25	Jord.	M	Undr.	Engineering
P_{10}	26	Pal.	M	Grad.	Agri-business
P_{11}	27	Pal.	M	Grad.	Engineering
P_{12}	25	Jord.	M	Grad.	Engineering
P_{13}	25	Pal.	M	Grad	Engineering
P_{14}	24	Jord.	M	Grad	Engineering
P_{15}	25	Saud.	M	Undr.	Engineering
P_{16}	25	Jord.	M	Grad.	Business
P_{17}	24	Lyb.	M	Undr.	History
P_{18}	24	Lyb.	M	Grad.	Computer
P_{19}	25	Saud.	M	Grad.	Engineering
P_{20}	31	Saud.	M	Grad.	Computer
P_{21}	24	Saud.	M	Undr.	Computer

Table 4.1 provides background information about the participants which was collected when the participants completed the survey in Appendix B. Their ages range from 22 to 35. The participants come from different countries of the Arab World. There are 15 males and 6 females. Majors and university levels vary from one participant to another.

Table 4.2

The Participants' TOEFL Scores; Years of English Instruction in the Home Country (YEHC); Years of English Instruction in the U.S. (YEUS); Years of stay in the U.S. (YSUS); Plan to Stay in the U.S. (PSUS)

Participant	TOEFL	YEHC	YEUS	YSUS	PSUS
P_1	550	13	1	3	NO
P_2	550	12	1	2	YES
P_3	530	10	1	2	NO
P_4	550	6	6	10	NO
P_5	550	5	7	8	YES
P_6	550	15	2	2	NO
P_7	550	8	2	6	NO
P_8	550	10	2	7	NO
P_9	550	11	2	5	YES
P_{10}	540	15	1	2	NO
P_{11}	550	7	1	5	YES
P_{12}	545	7	2	7	NO
P_{13}	550	8	1	3	NO
P_{14}	550	11	2	6	NO
P_{15}	520	9	1	3	NO
P_{16}	550	13	2	6	YES
P_{17}	600	10	1	8	NO
P_{18}	550	9	1	6	YES
P_{19}	600	11	2	6	NO
P_{20}	550	11	3	9	NO
P_{21}	530	8	1	3	NO

Table 4.2 shows other background information pertaining to the participants' TOEFL scores (Test of English as a Foreign Language, required prior to admission at Arizona State University); years of English instruction in the home country both in the public

schools and universities; years of English instruction in the United States; years of stay in the United States and whether they plan to stay in the United States.

It can be noted from the above table that seven participants indicated that they are planning to stay in the United States after they finish their degrees, while fifteen participants are not planning to stay in the United States.

Motivation For Studying English

This section consists of two parts. First, it presents the participants' motivation for studying English before they arrived in the United States. Second, it presents the participants' motivation for studying English after they arrived in the United States. In both cases some excerpts were cited in support of the findings.

Motivation for Studying English Before Arriving to the United States

The participants reiterated that they had no choice but to take English. They stated that it was imposed on them. Some had noticed the importance of studying a foreign language such as English. Others have been encouraged by their families and sponsors. The participants indicated that English was mandatory and was not optional. When asked about the reasons the participants had for studying English, responses were similar. The participants understood the reason why English was part of the curriculum in their countries. Apart from the fact that the participants had to take English, they indicated that English is an

international language which is important for their education and future career prospects.

The following are some excerpts from the participants' discussions of their motivations for studying English before they came to the United States:

P7: English was part of the curriculum, that's why we had to study it.

P6: It was required to study English. . . It was required class in school.

P2: First of all . . . I have to study English. . .it was not optional . . .and second of all in order to get a job. . .you have to speak more than one language and they would prefer if you speak English. . .which is like an international language.

P11: First of all it was compulsory to study English at school but then I had my own plans for studying English first of all I was planing to study engineering or medical school so to go to either school you know you have to be good in English. . .and I had my plans for higher education.

Some participants knew it would be helpful for their future.

P17: I believe that it would play a central role in my further my education. . . as I expected to do any secondary or graduate education in English.

P14: I wanted to study abroad and wanted to study in the States. . . English was also required in the beginning.

P19: I studied English because of necessity . . .and since it was the international language of the world and I had to

speak and communicate in the English language well to be able to work and . . . it was also part of the school curriculum.

The participants' realization of the importance of studying English for their future education and professional development was influenced by many factors. Some of these students were self-motivated and others were encouraged by their families, their teachers, and friends. Some students spoke of parental encouragement and took their advice to meet their expectations.

P6: I think the big part was due to my dad . . . he always encouraged us to study English.

P3: My mom . . . she likes to see her children educated.

P2: My parents . . . my father always speaks English with the people he works with . . . so I like to listen to him and study from him too.

P19: My whole family . . . the whole society around me . . . that is every one I knew studied English at the time.

P17: I guess myself . . . I felt I was going to need it.

The overall motivation for studying English of the participants is presented in Table 4.3 according to nationality under several sub-categories. There are similarities and differences in motivation among individuals and among groups. Almost all participants indicated that meeting the school requirements was their motivation. Four participants indicated that their motivation was academic success. Six participants wanted to continue their education and thus felt they had to excel in English. Three participants were motivated by their desire to study abroad. Nine

participants were motivated to study English to meet their parental expectations and thus were encouraged by them and their families. Three participants realized it would be helpful in getting a job someday. Four participants were motivated by ample opportunity English might bring for them. Four participants were encouraged by their sponsors to continue the study of English in pursuit of higher education. Four participants said the universality of English was the driving force for them to study it.

Table 4.3

Participants' Motivation to Learn English Before Arriving in the U.S.

Motivation	Palestine		Jordan		Saudi		Libya		
	M	F	M	F	M	F	M	F	T
1. Meeting school requirement	4	2	4	2	4		2	1	19
2. Academic success	1		2		1				4
3. Continue education	2		2				2		6
4. Desire to study abroad		1	1				1		3
5. Fulfill parental expectations	2		2						4
6. Family encouragement	2	2	1	1	2				8
7. Getting a job				1	2				3
8. More opportunity	1			1	1		1		4
9. Sponsor's recommendation	1				3				4
10. Importance of English as an international lang.	1	1		1	1				4

It can be noted from this table that almost all participants have an "instrumental" motivation for studying English as a foreign language. The participants have utilitarian goals to be achieved from studying English. The instrumental motivation revealed in the analysis is either educational (continue education; academic success; desire to study abroad), professional (more opportunity; getting a job; better future), or a result of family pressure (fulfill parental expectations, family encouragement).

Comparison of Participants' Motivation Before Arriving to the United States According to Gender

This section presents a comparison of male and female participants' motivation for studying English before arriving in the United States. The similarities and differences are presented below in Table 4.4.

Table 4.4

Motivation to Learn English Before Arriving in the U.S. by Gender

Motivation	Males	Females
1. Meeting school requirement	15	6
2. Academic success	4	
3. Continue education	6	
4. Desire to study abroad	2	1
5. Fulfill parental expectations	4	
6. Family encouragement	5	3
7. Getting a job	2	1
8. More opportunity	3	1
9. Sponsor's recommendation	4	
10. Importance of English as an international lang.	2	2

It can be noted from Table 4.4 that the male participants cited ten reasons for studying English. These reasons are: (1) meeting school requirement; (2) academic success; (3) continue education; (4) desire to study abroad; (5) fulfill parental expectations (6) family encouragement; (7) getting a job; (8) more opportunity; (9) sponsor's recommendations; (10) importance of English as an international language. The vast majority of both females and males said that fulfilling the school requirement is one of the main reasons

for studying English. Female participants, on the other hand, cited six reasons. In addition to (1) meeting the school requirements, female participants were motivated by (4) a desire to study abroad, (6) their families, (7) getting a job, (8) more opportunity, and (10) importance of English as an international language.

It can be concluded that there are a variety of reasons why Arab students study English as a foreign language other than being an integral part of the Arab education system. These reasons vary from one individual to another, from one country to another, and among female and male students. This section has outlined the similarities and differences in motivation for studying English as a second language.

Motivation for Studying English After Arriving in the United States

We have seen that Arab students have been motivated in many ways to study English before they come to the United States. This section presents the findings with regard to Arab students' motivation for studying English after they have arrived in the United States. There are similarities and differences among individuals and groups.

Table 4.5 shows the similarities and differences in motivation among participating groups after arriving in the United States.

Table 4.5

Motivation to Learn English After Arriving in the U.S.

Motivation	Palestine M	Palestine F	Jordan M	Jordan F	Saudi M	Saudi F	Libya M	Libya F	T
1. Finish a degree	3	2	2	1	2		1	1	*12*
2. Academic success	2	1	2		2				*7*
3. Improvement of English skills			2	1			1		*4*
4. Continue graduate studies	2		2	1			1		*6*
5. Communicate effectively	1		2	1					*4*
6. Getting better job back home	1	1	1		1				*4*
7. Getting a job in the US	1	1	1				2		*5*
8. Communicate with foreigners		1	1				1		*3*
9. More opportunity	1				1		1		*3*

It can be noted from table 4.5 that the participants' reasons for studying English vary from one group to another. Most of the participants have maintained an instrumental orientation toward studying English. The following excerpts illustrate the participants' reasons for studying English after they arrived in the United States:

P5: I have to be fluent to be able to get a job and every thing is done in English internationally basically.

P6: To keep up with what I am studying.. I need to keep learning English especially for new terms and for the computer engineering major so I guess to succeed and survive my education here.

P13: The main reason fro me to continue to study English right now is to do well in my classes and just to go on with the school and continue my graduate study in the future.

P17: I'm still in school and I'll probably be going to graduate school and in all likelihood they will also be in this country so I have to continue knowing English..

P18: Well basically maintaining a good level of English because I am using it professionally at school and at work.

P8: Well, now it is different. . . . I am a college student. . . . I am in a foreign country . . . and I have goals to accomplish here and the only way that I can accomplish my goals is by finishing my degree which has to be done in English.

P19: Right now to be able to understand the courses I am taking right now and to get my degree in industrial engineering I have to learn English of course and when I go back and work English will be a primary language to communicate with.

P12: mainly to polish my skills . . . deepen my understanding of my subject and major materials which is aeronautical

engineering and to be a better communicator with English speaking people.

P11: I think for my professional future . . . being a Ph.D. student when I graduate either I will work at school or 90% I will be working in educational career and as I said being in the US or overseas 99% I am gonna teach in English or when I go to work most of the time I use English.

The reasons cited relate to the practical value of English in the educational and professional life of the participants. These practical reasons are: (1) finishing a degree; (2) academic success; (3) continue graduate studies: (4) getting a better job back home; (5) getting a job in the United States.

Other reasons revealed are (1) to communicate with the people around them; (2) to communicate with the foreigners, meaning others in the United States. This is likely to stem from the participants' conscious efforts to communicate better in English in such an English speaking environment as a necessity to fulfill their practical goals and to communicate with foreigners.

Comparison of Motivation of Participants After Arriving to the United States According to Gender

Most of the participants' motivation to study English after they arrived in the United States involve their education-oriented or career-oriented goals. Most of the males and females said that

finishing their degree of which English is a part was their ultimate objective. Female and male motivations are compared in table 4.6.

Table 4.6

Motivation to Learn English After Arriving in the U.S. by Gender

Motivation	Males	Females
1. Finish a degree	8	4
2. Academic success	4	1
3. Improvement of English skills	3	1
4. Continue graduate studies	6	
5. Communicate effectively	3	1
6. Getting better job back home	3	1
7. Getting a job in the US	4	1
8. Communicate with foreigners	2	1
9. More opportunity	3	

It can also be noted from Table 4.6 that the male participants cited nine reasons for studying English while the female participants cited seven.

It may be concluded from the discussion of motivation whether before and after arriving to the United States that Arab students' motivation for studying English falls within one of the following categories:

1. Parental and family orientation
2. Self orientation

3. Educational orientation
4. Professional orientation
5. International orientation

Attitudes Toward Studying English

Table 4.6 illustrates the participants' attitudes toward studying English and the English language before they come to the United States. The participants' attitudes toward English fall within nine categories ranging from amusement and interest in English to resentment for having to study it. Some participants have found English to be an interesting language to study, thus having a favorable attitude towards it; while others have had difficulties and bad experiences studying it.

For the moment, it is worthwhile to look at the various attitudes of the participants. By matching different groups from different countries, one notices the differences in attitudes toward studying English and the English language before coming to the United States.

Table 4.7

Attitudes Toward Studying of English and the English Language Before Coming to the U.S.

Attitude	Palestine M	Palestine F	Jordan M	Jordan F	Saudi M	Saudi F	Libya M	Libya F	T
1. Amusement	1		2	1	1				5
2. Enthusiasm	2						1		3
3. Satisfaction	1						2	1	4
4. Aversion	2				1		1		4
5. Lack of interest	1				1				2
6. Dislike				1					1
7. Dullness				1	2		1		4
8. Difficulty		2	1		1		1		5
9. Resentment					2				2

Table 4.7 illustrates that there are many attitudes of the participants that were shaped before they arrived in the United States. The participants revealed many factors that influence their attitude development in foreign language study. These attitudes are the outcome of the students' personal experiences, parental influence, social ingredients, and the mass media, all of which help to shape the attitudes of the individual (Gardner, 1985; 1991; Oskamp, 1977; Reynolds, 1991). We have seen how parents have served as determiners of some Arab students' motivation to study

English. Other determiners also have an impact on the attitudes as well.

Students who are receptive to the idea that English is part of the school curriculum because of the benefits one gets out of knowing another language such as English tend to be more enthusiastic, amused, interested, and satisfied with studying English as a foreign language. However, students who have different attitudes tend to be dissatisfied, and uninterested in studying English language, thus leading to difficulty, and boredom in English classes. Students expressed different feelings on this issue. The following excerpts illustrate the attitudes of participants' toward English and the study of it:

P7: It was *okay*. . . we didn't learn that much. . . but it was OK. . . It was a second language and we didn't learn that much.

P4: Well, learning English back home was difficult but it doesn't really prepare you for the English spoken in the United States and they don't teach it as well as they should.

P5: It was difficult to learn English in my home country . . . because you learn to speak a different language.

P3: I didn't like . . . and it was very boring. . . . I didn't like it. . . . I hated every minute.

P2: I liked it, it was fun . . . it wasn't hard for me . . . it was easy.

P13: Actually I like the English language since I started studying it until now and because I was doing well in the English classes and was encouraged by our teachers

P18: It was difficult and boring most of the time . . . it was not conversational . . . mostly writing.

P8: The language was great . . . it is an interesting process.

P14: I kind of liked it back then. . . . I liked it very much. . . . English was my favorite subject . . . as a second language.

P15: I like it very much because I wanted to learn that . . . it was easy . . . but the other students seemed to have a difficulty . . . in my case may be because I liked the subject it was easy for me.

P21: In the beginning it was boring to be honest but later on it became interesting. . . . It was a good idea.

P19: I felt very good about it . . . . I was interested in it . . . not many difficulties.

P12: Sometimes it was difficult because the language was totally different especially at the beginning but I personally enjoyed it especially knowing the fact that it will help me in the future.

P16: Nothing special . . . just like any other subject in school I had to study . . . it was easy.

P9: I wasn't really that interested in it because it was a second language . . . . It wasn't hard it was one of the easiest languages.

The perception of English as an important language in today's world helped shape some of the students' attitudes. The participants cited several reasons why English was important to their education. Their view of English helped shape their attitudes and guided their motivation. Some of these factors deal with the status of English among world languages as it has become the language of international communication, diplomacy, and trade. Other reasons involve the advantages of knowing English.

As for the view about including English in the schools of their countries, the participants have positive attitudes toward studying it. The participants also advocated the idea of studying more languages.

P3: I think English should be taught because it is essential for students to study more than one language. . . it is just like a power. . . and a power is needed nowadays for education. . .and I think they should also teach French and other languages.

The participants are cognizant of the importance of English in today's world as an international language. The participants have emphasized the importance of English in terms of technology, business and development in their countries.

P15: English in our schools should be emphasized more . . . because that will be very important for them {students} when they grow up.

P18: English is a standard means of communication.

P12: English is a universal language spoken everywhere and in order to have international communications with the parts of the world one needs to know English.

The participants also stressed the importance of their language.

P10: I like my own language to be the language for teaching and studying because I believe we are not going to be developed ourselves if we are not using our own language.

Thus, according to the participants knowing English puts the individual at an advantage of being an active participant in today's world. Apart from having another language, it also opens individual's horizons to a better future. The advantages of knowing English cited by the participants are summarized below:

1. Knowing English makes one smarter;
2. Knowing English helps one continue education;
3. Knowing English enhances one's knowledge;
4. Knowing English is part of being educated;
5. Knowing English helps one study more languages;
6. Knowing English helps one to communicate with others;
7. Knowing English enables one to understand different cultures.

Although all participants see English as a linguistic asset, few participants have some reservations about it. To some, it might be a disadvantage when English is taught at the expense of other subjects.

P6: The only disadvantage has to do with some people who. . . put more effort on studying English . . .while they ignore their own language when they can have more interesting things in our language.

P2: In some cases people tend to speak English better than Arabic . . . at least concerning the formal form of Arabic . . . my school concentrates on English more than Arabic . . . it (English) carries more grades.

P17: The only disadvantage is almost political; those who do study English are looked upon by others as not patriotic.

P18: A disadvantage would be if you make it the only choice among other languages.

P14: The disadvantage will limit the fact that you can study other languages . . . I mean you rarely hear about somebody studying Spanish . . . French is kind of limited too . . . I want at least to have the option to study these languages.

P19: One of the disadvantages is that English is being taught at the expense of other subjects such as religion.

Comparison of Attitudes Toward Studying of English and the English language Before Coming to the United States According to Gender

The different attitudes of male and female participants are presented in the table below. Males and female participants tend to generally agree in their feelings about English as a foreign language before they came to the United States.

Table 4.8

Attitudes Toward Studying of English and the English Language Before Coming to the U.S.

Attitudes	Males	Females
1. Amusement	4	1
2. Enthusiasm	3	
3. Satisfaction	4	1
4. Aversion	3	1
5. Lack of interest	2	
6. Dislike		1
7. Dullness	3	1
8. Difficulty	3	2
9. Resentment	2	

It can be noted from the comparison on Table 4.8 that male participants revealed nine (amusement, enthusiasm, satisfaction, aversion, lack of interest, dislike, dullness, difficulty, and

resentment) different attitudes while female participants revealed six (amusement, satisfaction, aversion, dislike, dullness, and difficulty).

Attitudes Toward English Instruction

This section presents the findings about the participants' attitudes toward English instruction, which may play a major role in shaping their attitudes about the English language. It is worthwhile to look into the participants' experiences with English in terms of their attitudes toward English instruction. First, the attitudes of participants toward English instruction in their home country will be presented. Second, their attitudes toward English instruction in the United States will be exposed.

Attitudes Toward English Instruction in the Home Country

The participants' attitudes toward English instruction in the home country can be seen through the students' experiences as they studied English in the schools of their countries. The participants expressed their feelings toward English instruction when they described the way English was taught in their schools.

The following excerpts reflect their feelings toward English instruction in their home countries:

P7: We have books and we repeat after the teacher whatever she says we repeat after her . . . . It was a boring process . . . not learning much . . . I learned more English here.

P6: It needs a lot of improvement . . . that's one thing . . . but on the other side they have pretty good programs. . . . It

needs improvements . . . the way they teach English . . . or how they introduce English to students needs a lot of improvement . . . they either make it too hard or make it too easy and people don't learn something . . . teachers . . . and the books . . . there was no discussions to help you interact with the language.

P3: It is very boring the way they teach it [English] . . . it is very boring. . . . We just learn vocabulary and little bit of grammar . . . it is not enough.

P18: It's basically trying to teach you vocabulary and grammar so that you can basically be able to read and understand at very elementary level . . . no conversation was encouraged . . . there was no emphasis on communication at all it's mostly grammar . . . that's the thing I didn't like the focus on these.

P14: The textbook is purely English so they were basically out of touch . . . the teachers as I remember were mostly Egyptians . . . and they had a terrible accent and the student varied in their level. . . . I remember that most of the classroom activities was just independent and basically dependent on your own. . . . It was whatever you knew that can help get through the class . . . and if you didn't' know anything you're in trouble because the teacher was not able to help you.

P20: Unfortunately English was not taught the best way. . . . It was very poor . . . the teacher comes and gives you for example a word and what does it mean in English and

teach us grammar . . . we are good in grammar, by the way . . . when I came here I was better than the Americans in grammar . . . but we were not taught conversation how to communicate. . . . I think the methods were poor . . . if the teachers were taught good methods we would be better . . . some of the teachers were Pakistanis and Arab teachers.

P12: English back home is not taught the way it should be taught because they're very structured . . . first of all they emphasize learning grammar which is important . . . memorization is emphasized over understanding so the program is usually very structured . . . the instructor would go and cover some grammars . . . we read passages discussing grammatical problems where we learn how to structure some grammar . . . and then there is memorization of vocabulary . . . the main thing that they overlook is usually conversation and practice of speaking the language itself so we heard a lot of it but we didn't get the chance to speak it . . . and that's why I believe even though I took 6 years of English from junior high through high school I still was incapable of speaking English professionally or good enough for some one to understand me when I came to the United States.

P9: An English class is taught half Arabic and the teacher probably speaks half of the class in Arabic and most of the English we learn back home is mostly grammar and reading and mostly grammar.

As noted from these excerpts, attitudes toward English instruction in the home country range from being positive to being negative. They also reflect the kind of English instruction that takes place in the Arabic public school system.

The different attitudes toward English instruction in the home country are summarized in Table 4.9 which compares these attitudes across nationality.

Table 4.9

Attitudes Toward English Instruction in the Home Country

Attitude	Palestine M	Palestine F	Jordan M	Jordan F	Saudi M	Saudi F	Libya M	Libya F	T
1. Easy	3								3
2. Dislike of grammar-oriented EFL classes	1	3	2	2	3		1		12
3. Boring							1	1	2
4. Difficult					1		1		2
5. Waste of time							1		1
6. Meaningless			1				1		2
7. Dislike of teachers			1		1		1	1	4
8. Dislike of books			2						2

Table 4.9 shows that there is an unfavorable attitude toward English instruction across the groups. Thus the participants have raised concerns about the way English is taught. Also, attitudes were influenced by teachers, textbooks, and the structure of the EFL course. The focus of English instruction is on grammar and

vocabulary with little emphasis on speaking, thus leading the student to have, in some cases, an attitude that what he/she is studying is meaningless and a waste of time. The daily routine of English instruction reflected in the curriculum makes the English classes boring and difficult.

Comparison of Attitudes Toward English Instruction in the Home Country According to Gender

Below the male and female attitudes toward English instruction in their home countries are presented and compared. The general consensus among both male and female participants deals with the way English is taught, i.e. the grammatical orientation of the English classes. They seem to appeal to the implementation of all English language skills to make the studying process more meaningful and interesting.

Table 4.10

Attitudes Toward English Instruction in the Home Country by Gender

Attitudes	Males	Females
1. Easy	3	
2. Dislike of grammar-oriented EFL classes	7	6
3. Boring	1	1
4. Difficult	2	
5. Waste of time	1	
6. Meaningless	3	
7. Dislike of teachers	3	1
8. Dislike of books	2	

It can be noted from the above table that three attitudes were stated by female participants: (1) instruction is grammar-oriented; (2) instruction is boring; (3) dislike of teacher. As for the male participants, they reveal eight attitudes with regard to the instruction of English. It is worth noting that the most shared attitude is the fact that instruction focuses on grammar rather than on any other language skills.

Attitudes Toward English Instruction in the United States

So far, participants have indicated that despite the fact that English instruction in their home countries provides them with a starting point in studying English, they feel that much more needs to be done to better the English instruction. They have been

exposed to learning English where English is not the norm in their home countries.

In this section attitudes toward English instruction in the United States are presented. There seems to be a balanced preference of both types of instruction combined rather than a preference of one over the other. In other words, having received English in a non-English speaking country, and in an English speaking country, the participants prefer an instruction which meets their needs. These needs involve an enhanced learning of English, rather than learning about English, which helps them to communicate better and make sense of the language they are studying. Table 4.11 summarizes the participants' attitudes toward English instruction in the United States as compared to English instruction in their home countries.

Table 4.11

Attitudes Toward English Instruction in the U.S.

Attitude	Palestine M	Palestine F	Jordan M	Jordan F	Saudi M	Saudi F	Libya M	Libya F	T
1. More interesting (than EFL backhome)	1	1	2		2		2		*8*
2. More favorable (than EFL backhome)	1	1	1	1	1		2		*7*
3. More useful (than EFL backhome)	1	1	1				2		*5*
4. Meaningful (than EFL backhome)	1	1		1	1		1		*5*
5. More pressure (than EFL backhome)								1	*1*

Table 4.11 shows that all participants have a favorable attitude toward English instruction in the United States. When asked whether they would prefer to study English in an English speaking country, all participants agreed that it would have been more useful. This is very important because of the context in which language instruction takes place. The participants wished they had the opportunity to use English in their daily life rather than to study it only in the classroom. All participants have a positive attitude toward English instruction in the United States in that it is more interesting, favorable than instruction in the home country, useful, and meaningful. The following excerpts illustrate these attitudes:

P1: Well, practice makes perfect . . . if you study English in an English speaking country then you have the opportunity to use it and practice it and therefore increasing your ability and interest to communicate using it.

P14: Definitely, it would have been better opportunity to learn this language even much better in the U.S.

P13: learning English in an English speaking country is more useful than studying it backhome . . . since there are so many means to experience your learning process . . . here, e.g., contacting with the Americans . . . listening to American music . . . listening to a lot of things that might develop your English

P6: I strongly feel that any language should be learned fluently and sufficiently in the whole environment

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P6: I strongly feel that any language should be learned fluently and sufficiently in the whole environment

speaking that language . . . here everyone around you speaking English it makes more sense so you have to use it whether you like it or not . . . and I believe that this is the only way you can learn.

P7: I mean you study English in class and you get out and you speak it and use it not like backhome . . . it is a lot of pressure.

The most pronounced attitudinal changes seem to emerge as a result of the context in which English instruction takes place. Participants indicated that the United States is the right cultural and linguistic environment for studying English where one can get away "with the foreign accent", "study the language faster", and "where every body around speaks English".

Another important issue has to do with the combination of linguistic skills. Table 4.9 above suggests that some participants were annoyed by the emphasis on grammar at the expense of other language skills. The general consensus is that a combination of both is necessary; i.e. it is necessary to teach grammar, vocabulary, but it is equally important to teach communication skills. The participants feel the balance is achieved if one studies English in an English speaking country such as the United States.

Comparison of Attitudes Toward English Instruction in the United States According to Gender

The following is a comparison of attitudes toward English instruction in the United States by gender. All the attitudes of females are shared by their male counterparts with the exception of the last one

spelled out by a female participant. Table 4.12 illustrates the differences and similarities in attitudes among both groups.

Table 4.12

Attitudes Toward English Instruction in the U.S. by Gender

Attitudes	Males	Females
1. More interesting (than EFL backhome)	7	1
2. More favorable (than EFL backhome)	5	2
3. More useful (than EFL backhome)	5	1
4. Meaningful (than EFL backhome)	3	3
5. More pressure (than EFL backhome)		1

Table 4.12 shows that the attitudes are generally positive toward English instruction in the United States. Both male and female participants maintain that English instruction is more interesting, more favorable, more useful, more meaningful than English instruction in the home country. One female participant, however, reveals that the process is more pressure due to the large amount of homework given by the teachers.

In conclusion, Arab students' attitudes toward studying English and the English language, and English instruction range from positive to negative. These attitudes are influenced by the

students' experiences and the context in which the studying of English takes place. It has been found that when studying English takes place in an environment where students can make sense of the language, they tend to have favorable attitudes toward the studying of English. Conversely, when students are forced to study English, and the curriculum is devised without any consideration of their needs' assessment, students tend to have resentment toward the English language and the learning of it.

Attitudes towards Americans and the U.S.

Attitudes about Americans and the United States are revealed by the participants. These attitudes were shaped in certain ways under different conditions. In this section both attitudes before and after arriving in the United States are presented and discussed.

Participants' Attitudes about Americans and the United States Before Arriving to the United States

There are many factors that help shape different attitudes of each participant before his/her arrival to the United States. These factors have to do with degrees of contact with the target language society. It has been found that indirect contact with the Americans has little impact on Arab student attitudes (Kamal & Maruyama, 1990). At the same time, with more contact with the Americans, Arab students tend to develop more attitudes. One of the most recurrent determiners of the participants' (before they came to the United States) attitudes about the United States and the American

people has to do with the mass media, since the most frequent contact Arab societies have with the Americans and their country is through media channels. This is clearly reflected in the participants perceptions about the United States and the American people. The following excerpts reflect the attitudes and illustrate the media impact participants' perception:

P17: Hollywood has a lot to do with it . . . big cars . . . McDonald's . . . uh . . . malls . . . fancy cars . . . not just like a mental picture . . . but a little deeper than that. . . . I expected a country where . . . people are generally happier than they were in mine . . . politically, economically, in many fronts.

P18: Well, basically perceptions were made from what we saw at the movies so you get the Hollywood perspective . . . glamorous country . . . overwhelmingly rich every body is happy and young and rich.

P14: We're basically exposed to the American culture through the media and all that . . . but the people I don't think I was . . . um . . . expected . . . to this kind of social milieu . . . I didn't expect that . . . but I was prepared for it . . . I mean it wasn't like cowboy Western image it was just you know basic urban society . . . home school and work. . . . I heard about unemployment here.

These perceptions about the United States and the American people are explained in terms of the stereotypical images perpetuated in the mass media surrounding the participants when they were in their countries. Since they did not have contact with

the American people and were out of touch with their culture, they seemed to have taken all those images for granted.

However, when the participants spoke of what they thought about the Americans and the United States certain similarities and differences in attitudes among participating groups are revealed. These attitudes before arriving in the United States are summarized on Table 4.13.

Table 4.13

Attitudes Toward Americans and the U.S. Before Arriving to the U.S.

Attitude	Palestine M	Palestine F	Jordan M	Jordan F	Saudi M	Saudi F	Libya M	Libya F	T
1. Attraction	1	2	2	1	2		3	1	*12*
2. Admiration			1	1	2				*4*
3. Dislike	2	1							*3*
4. Fear		1		1					*2*
5. Indifference			2						*2*

The respondents expressed five attitudes about the American people and the United States: (1) attraction; (2) admiration; (3) dislike; (4) fear; and (5) indifference. Most of the participants are either attracted to come to the United States as an "ideal" place to live in or have admiration for its "superpower" status in many aspects of life.

Comparison of Participants' Attitudes about Americans and the United States Before arriving in the United States by Gender

The different attitudes of both male and female participants toward the United States and the American people are presented in table 4.14. There are similarities between both groups of participants in the first four categories.

Table 4.14

Attitudes Toward Americans and the U.S. Before Arriving to the U.S. by Gender

Attitude	Males	Females
1. Attraction	8	3
2. Admiration	3	1
3. Dislike	2	1
4. Fear	1	1
5. Indifference	2	

Table 4.14 shows that most of the participants were generally attracted to come to the United States and they had admiration of the American society and their country. It can also be noted that attitudes are shared by both male and female participants with the exception of the last one where two male participants were indifferent about the American people and the United States.

Participants' Attitudes about Americans and the United States After Arriving in the United States

The attitudes of the participants have been determined by various types of experiences of the participants. Particular types of experiences create particular types of attitudes (Kamal & Maruyama, 1990). This is true of the Arab students studying in the United States. Students experiencing promotive contacts displayed more favorable attitudes towards the United States and Americans.

Evidence has been provided by the respondents. Arab students who have good experiences tend to promote the development of more favorable attitudes toward the United States and Americans whereas those who have bad experiences are more likely to develop unfavorable attitudes toward the United States and Americans regardless of the length of time spent in the United States.

The participants expressed eleven attitudes. Some of these attitudes are common across the participating groups and others have been shaped either by a particular kind of contact or experience of the participant. The first four attitudes (a) admiration of freedom and opportunity; (b) admiration of science and technology; (c) admiration of hard work; and (d) general fondness of Americans, are generally stated by most of the participants and unquestionably others. Some participants have expressed neutrality. There has always been mentioning of the good and bad things about the United States and the American people like any other people. As one participant puts it:

P8: Again, as any other people . . . there is the good . . . there is the bad . . . there is the happy . . . there is the sad . . . people are just people.

Although most participants spoke of the social ills, they have maintained that the same applies to every society in any country. Of special interest is the whole democratic system which seems appealing to the Libyan participants. One of the male Libyan participants spoke of the positive sides in terms of the political system:

P17: The most important thing is that Americans have a much greater sense . . . of control in their destiny. . . in every way . . . if it is in terms of democracy, politics, you name it. . . . If you don't like Bush . . . well in four years you'll get your chance . . . and people here become politically active without thinking of any consequences . . . there are no bad consequences . . . other than it takes time away from your family . . . there is no threat of violence . . . there is no threat of incarceration . . . also in terms of just doing things in their lives . . . they have a feeling of the American dream . . . you want to do something you put your mind to it and you go and do it . . . I think . . . especially in Libya people have been bound I suppose by the political regime . . . you know people don't . . . aspire to change things. . . . I wish it was different.

The following excerpts illustrate some of the attitudes expressed by the participants:

P7: In general . . . some of them are okay . . . I mean . . . I mean you just have to choose your friends . . . you know it is just like back home.

P2: They are not all the same . . . most of them are very nice to me. . . . I love to explain to them about my country and everything which is interesting to them . . . but some of the Americans are not interested . . . and I don't like these kinds of Americans.

P10: They're nice people . . . and hard working . . . smart.

P13: Okay, the Americans . . . see . . . they are really nice and are exploiting every minute of their life time and they're having fun . . . they are very good people.

P17: I think that they have an attitude about the world . . . two-fold attitude . . . like a double-edged sword . . . we're in such a good position . . . and it is our obligation . . . to help those who are not as lucky . . . and comes with that an attitude why we always have to do it. . . . But I think they're generally good.

P19: In general the are good . . . it is a good that they're hard working.

P12: Sometimes it seems that they are intelligent but in some aspects they seem also to be gullible non-knowledgeable about certain things which makes them base ignorant judgments.

Table 4.15 summarizes the attitudes of respondents toward Americans and the United States after arriving in the United States.

There are similarities and differences in attitudes among the participants.

Table 4.15

Attitudes Toward Americans and the U.S. After Arriving in the U.S.

Attitude	Palestine M	Palestine F	Jordan M	Jordan F	Saudi M	Saudi F	Libya M	Libya F	T
1. Admiration of freedom and opportunity	2	1	2		2		3		*10*
2. Admiration of science and technology	1		1		2		1		*5*
3. Admiration of hard work	2								*2*
4. Fondness of Americans generally	3		1				1		*5*
5. Satisfaction	1		1				2		*4*
6. Disappointment		2	2	1				1	*6*
7. Dissatisfaction		1	1	1				1	*4*
8. Dislike of homelessness	3	1					1		*5*
9. Dislike of unemployment	1		1	1					*3*
10. Dislike of social problems		1	2		4		1		*8*
11. Dislike of ignorance about other cultures	2	1	4	1					*8*

As noted from table 4.15, the number of attitudes is twice as many compared to those of the participants before they arrived in the United States as illustrated on table 4.12 above. This indicates

that the development of attitudes was augmented after the participants' actual presence in the United States and contact with the American society. Most of the attitudes of participants have been influenced by what was found in the U.S. that was contrary to the individual's perceptions prior to his/her arrival to the host country. Contrary to the expectations of some participants, they saw and experienced the unexpected. These attitudes are disappointment, dissatisfaction, and dislike of ignorance about other cultures. Also, the participants have seen some of the problems they never knew about until they came to the United States. Thus they have an attitude of dislike of the United States where homelessness, unemployment, and other social problems exist.

It is worth mentioning that participants have experienced "culture shock" due to the differences between their culture and the American culture. This is a source of disappointment and alienation as the participants had to make uneasy adjustments to the life styles in the United States. Symptoms of culture shock are revealed in the following excerpts which illustrate the uneasy feeling of the participants in the host country:

P5: I have a big problem getting the words out . . . lifestyle is very difficult to get adjusted to here . . . I mean here you see every thing opposite to what you see over there you see so much of variety that's very difficult to get used to it.

P6: I missed my Mom's cooking . . . I think it is being away from family . . . so I was just trying to adjust to living alone without my family . . . plus their lifestyle is much

different from ours . . . learning how to dress up . . . how to talk to people.

P19: Loneliness . . . because I am by myself here and I am not in my home country. . . I had to adjust to being independent . . . being responsible.

P1: First, being away from home . . . the first problem was getting rid of the attachment which is still there but it's mild now rather than before . . . you know it was more severe before being attached to home or family.

P12: I came from a very strict culture. . . . I grew up where there are no women you can date . . . you come to this society and all these are totally different . . . I mean . . . the problems . . . there are some similarities . . . in Jordan people are more open . . . what I would consider polite what they would consider polite is different . . . sometimes they might make a comment as a joke but I would take it offensive . . . and vice versa.

This hostile and aggressive attitude toward the host country, evidently grows out of the genuine difficulty experienced by the participants in the process of adjustment. At this stage the participants become critical of the new environment while not trying to account for the conditions and circumstances that justify their difficulties. They tend to see the American culture, and lifestyles through the filter of their own value system. According to Oberg (1989, p.45), when this the case individuals in the host country tend to develop certain "mild forms stereotypes" in a negative manner. Samples of these are illustrated below:

P15: They [Americans] worship money like God.

P10: They like themselves, they are very selfish.

P14: They don't like foreigners too much.

By the same token, one of the most perpetual stereotypes against Arabs have been revealed under the last attitude category (dislike of ignorance about other cultures). The participants were faced by the stereotypes against them as a factor influencing their attitudes. Stereotypes might infringe as a source of discouragement, disappointment, and frustration.

P6: Most of what I can think of is trying to get them to understand a lot of things about my culture . . . they are ignorant about a lot of things in my culture.

P12: Sometimes it seems that they are intelligent but in some aspects they seem also to be gullible non-knowledgeable about certain things, cultures, which makes them base ignorant judgments.

P14: You know, I've the bad . . . I mean just the typical attitude of ignorance and stereotype and that kind of bothered me a lot . . . as far as an Arab person you're a blood terrorist fundamentalist and stuff like that.

P16: Some of the Americans are not susceptible to foreign people they don't like them . . . they can see that especially when they know where they are from . . . from the Middle East you get that look that tells you are not welcome.

Comparison of Participants' Attitudes about Americans and the United States After Arriving to the United States According to Gender

Table 4.16 contrasts male and female participants' attitudes toward Americans and the United states after they have lived in the United States. Some of the participants have maintained previous attitudes and new attitudes have been developed. Also participants have revisited their perceptions because they become more cognizant of the United States and Americans than before due to experience and contact in the host country.

Table 4.16

Attitudes Toward Americans and the U.S. After Arriving to the U.S. by Gender

Attitude	Males	Females
1. Admiration of freedom and opportunity	9	1
2. Admiration of science and technology	5	
3. Admiration of hard work	2	
4. Fondness of Americans generally	5	
5. Satisfaction	4	
6. Disappointment	2	4
7. Dissatisfaction	1	3
8. Dislike of homelessness	4	1
9. Dislike of unemployment	2	1
10. Dislike of social problems	7	1
11. Dislike of ignorance about other cultures	6	2

By examining the above table one notices that female participants tend to have developed more unfavorable attitudes toward Americans and the United States. Only one female participant has maintained a positive attitude of admiration where

as the rest of female participants tend to have unfavorable attitudes. On the other hand, male participants have revealed both favorable and, neutral, and unfavorable feelings thus unveiling eleven attitudes.

A great deal of these attitudes have to do with culture shock. The participants reiterated their uneasy feelings at being away from their countries. In particular, they feel lonely and have a sense of nonbelonging.

Furthermore, as participants spoke of adjustment problems they have to go through when they first arrive in the United States, the most difficult of all for female participants was to be away from their families, parents, friends, and relatives.

Future Expectations

The above presentation has dealt so far with the findings pertaining to motivation/attitudinal characteristics that distinguish Arab students studying English as a foreign language. Also the findings were presented with regard to the roles English has played in different aspects of the respondents' lives.

In this section we shall see the future roles English might have in the life of the participants and the importance of English for the future of their countries.

Most participants have emphasized the educational and professional roles English has in their personal development. All participants said that English will be part of their future education and careers. All participants said that they will be "in touch with the English language" and will pass it on to their children. Their

persistence in studying English has been consistent. Their perseverance to study English has also been influenced consistently by an instrumental orientation. They have achieved their utilitarian goals through the English skills they have acquired. Most of them seem satisfied with the proficiency needed to fulfill these goals not needing to spend further conscious efforts to study it. As one participant puts it:

> P14: As for studying English people reach a plateau and...It is very hard to overcome that plateau especially when you reach a point where you can communicate effectively with other English speaking people . . . and in order for me to overcome the plateau and improve my English skills. . . . It will take lots of time and effort on my part . . . and I don't think I wanna spend that time and effort to study more . . . what I know right now is good enough.

Finally, the roles of English extend beyond individuals to embrace their countries. Under all circumstances whether Libyans, Palestinians, Jordanians, and Saudis, English seems inevitably important in playing large roles in the development of these countries. The following excerpts illustrate the participants' conclusions about the importance of English in their lives and the future of their countries:

> P5: Well, it's going to be the whole basis of my future
>
> P6: English is always going to be useful whether I am going to use English or not . . . so I'll keep learning English as much as I can.

P13: I am going to teach English to every body I know . . . to my future family members and to my kids.

P8: English is a very important language to learn at this time the whole world is moving very close together economically, politically, and English is a major language . . . it would be needed in any aspects of life.

P16: I will be in touch with English.

P7: It will help my country deal with other foreign countries economically and politically.

P10: We all depend on the U.S. to solve our political problems and help us through our economical problems . . . the US is the biggest factor in that and we have to be able to speak English . . . Americans are not going to learn Arabic for us.

P14: Since we are living under colonialism I it [English] will be continued to be an important language.

P17: English is going to be important that is tempered by how long Gadafi stays in power because the longer he stays in power, the less important it is and I think that it is going to end some time since the country needs to be developed . . . it needs to be modernized . . . and especially now with the fall of the Soviet Union it sure as hell it won't come from Eastern Europe . . . so whatever happens now has to be from the West and even if it is not from the U.S. or England, you still speak English to Germans . . . so it should be very important.

P4: Future of my country? see as a Palestinian . . .I think that if the people of my country can speak English they can reach out and tell the world about their own problems and difficulties and about their enemies and about their dreams . . . you know and all so the world can see it you know the real Palestinian instead of the terrible image they see on the media.

P20: In the foreseen future for the technology you need English in Saudi Arabia . . . we conduct business with them [Americans] and we share many things with them as far as trade goes and as far as all diplomatic relations. In the technical sense, political sense, conferences, media English is very much needed.

P12: Jordan is one of the countries in the Middle East that has a lot of trading and relations with foreign countries especially Britain and Europe . . . English I believe is very important for the country in communication, and education. . . . My field is aeronautics . . . you cannot have a tower in an airport with airlines coming to you without being able to speak English with these countries . . . English is a standardized international language, and if you're not gonna learn English, you're isolating yourself from the rest of the world . . . so I believe it's very important to the country.

The areas where English can play significant roles for these countries are summarized below:

1. Diplomacy and politics;
2. Trade and commerce;
3. Science and technology;
4. Education and opportunity;
5. Modernization and development;
6. International communication and global understanding.

Quantitative Results

This section presents the findings with regard to the students' motivations and attitudes derived from questionnaire responses.

The findings are presented under five major categories:

(1) Motivation for studying English

(2) Attitudes toward studying English

(3) Attitudes toward English instruction

(4) Attitudes toward Americans and the United States

(5) Future expectations

Data analysis software, SIGMA PLOT, was used for developing various statistical graphics presented in this section. One-Way Analysis of Variance (ANOVA) was used to determine statistical significance of differences between responses of different groups.

The array of the findings is summarized in a box-and-whisker plot format. A box-and-whisker plot is often used to concisely represent a distribution of data. The figure shown in Appendix G shows a typical box plot diagram. As indicated in the figure (in Appendix G), the bottom and top of the box represent the 25th and 75th percentile, respectively. The whiskers extend to the 10th and 90th percentile. Extreme ends of the distribution are also shown in the figure by symbols beyond the whiskers. The lines bisecting the box indicate the median (the solid line) and the mean (the dotted line) of the data distribution. This kind of data configuration is often useful for comparing the central tendencies of several groups.

The data summary is presented in Appendix F which represents the answers of the participants. The table in Appendix F shows the average for each question and each participant.

Table 4.17

Summary of Responses Ranked in Ascending Order of Average Values

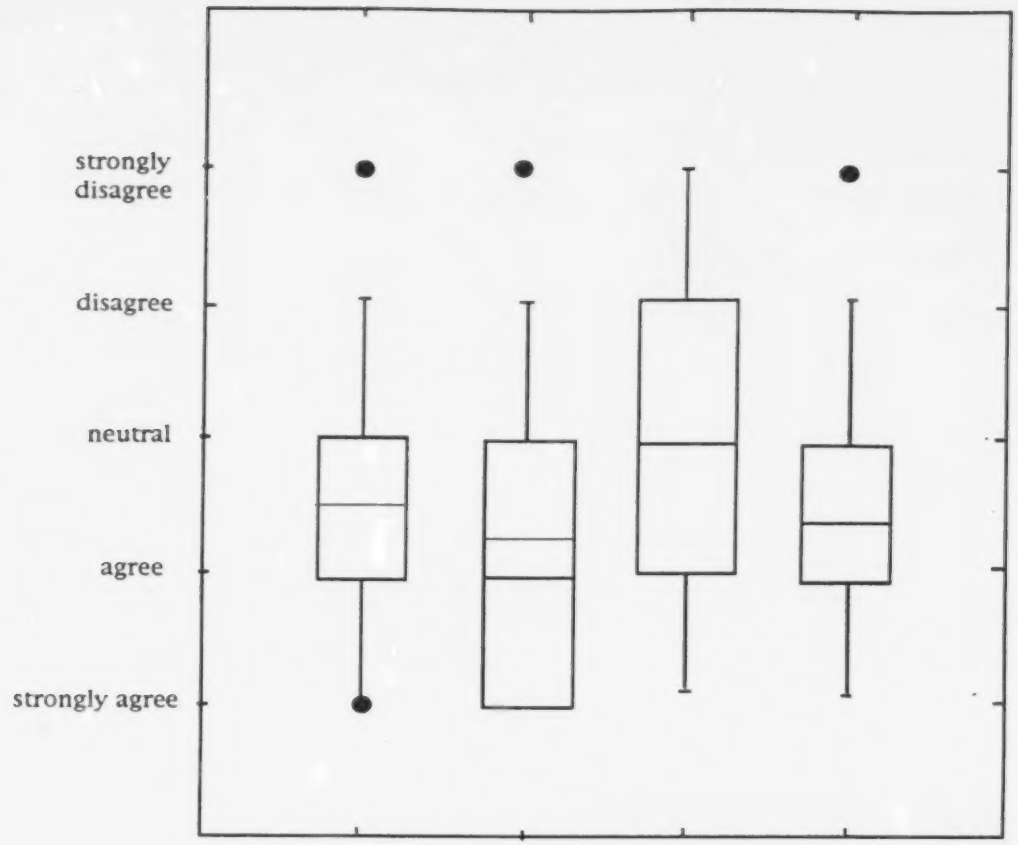
Question Number	Average	Rank Distribution	Rank Order
Q4	1.3	1	1
Q25	1.6	2	2
Q2	1.8	3	3
Q1	1.9	4	4
Q8	2.0	5	5
Q3	2.1	6	6
Q6	2.2	7	7
Q9	2.3	8	9
Q13	2.3	8	9
Q21	2.3	8	9
Q12	2.4	9	11
Q23	2.5	10	12
Q22	2.6	11	13
Q10	2.7	12	14
Q5	2.8	13	15.5
Q18	2.8	13	15.5
Q17	2.9	14	17.5
Q19	2.9	14	17.5
Q14	3.0	15	20
Q15	3.0	15	20
Q16	3.0	15	20
Q11	3.2	16	22
Q7	3.4	17	23.5
Q20	3.4	17	23.5
Q24	3.6	18	25

Table 4.17 presents a distribution of the average responses for each question arranged in ascending order of average values. Question #4 (I study English because it makes me a better educated person) ranks first in average having the lowest value among the 25 questions, indicating that most participants agreed on the value of English as important to their education. In contrast, question #24 (If given the opportunity, I would like to live in the United States permanently) has the largest mean (3.6) thus indicating that most participants disagree with the statement and do not prefer to stay in the United States permanently.

Motivations and Attitudes

This section presents the participants' overall motivation for studying English.

The responses of participants according to nationality are presented and summarized in Figure 4.1.



	PAL	JOR	SAD	LIB
Mean	2.6	2.3	3.0	2.5
St.Dev.	0.35	0.40	0.89	0.28

Figure 4.1: Box-and-whisker plot depicting the distribution of responses of the participants according to nationality.

As shown in Figure 4.1, the mean value of the responses for the Jordanian and the Libyan groups fall in the "Agree" category (responses between 1.5 and 2.5), and that of the Palestinian and Saudi groups fall in the "Neutral" category (responses between 2.5 and 3.5). However, the mean value of the Palestinian responses were much smaller compared to the Saudis indicating a relative abundance of responses in the "Agree" category in the Palestinians. It should also be noted from this figure that the size of the boxes are smaller for the Palestinians and the Libyan groups indicating a general homogeneity of attitudes among respondents. On the other hand, the sizes of the boxes are larger for the Jordanian and the Saudi groups indicating a relatively more heterogeneous attitude of the people surveyed in these groups.

Statistical comparisons between the responses were made using One-way Analysis of Variance. This was accomplished with the computer software; Statistical Package for Social Sciences (SPSS-PC). This procedure uses the sample mean and standard deviation to compare the differences between the population means of the distribution from which the samples are collected. To test the hypothesis that the population means are equal, this procedure calculates the F-statistics and compares the calculated F value with values from the F distribution of the appropriate degrees of freedom. The observed significance level is the probability of obtaining an F statistic at least as large as the one calculated when all population means are equal. If this probability is small enough, the hypothesis that all population means are equal is rejected. A significant F statistic indicates only that the populations means are

probably unequal. It doesn't pinpoint where the differences are. SPSS-PC also offers a number of techniques for multiple comparison tests such as Scheffe test or the Duncun's Multiple Range Test. If significant differences exist, this procedure prints out a matrix indicating which pairs are significantly different. If no statistically significant differences exist, the procedure prints out a statement "No two groups are significantly different at the specified significance level".

Table 4.18 summarizes the results of One-way Analysis of Variance for the overall mean responses for the four ethnic groups.

Table 4.18

One-way Analysis of Variance For Ethnic Groups

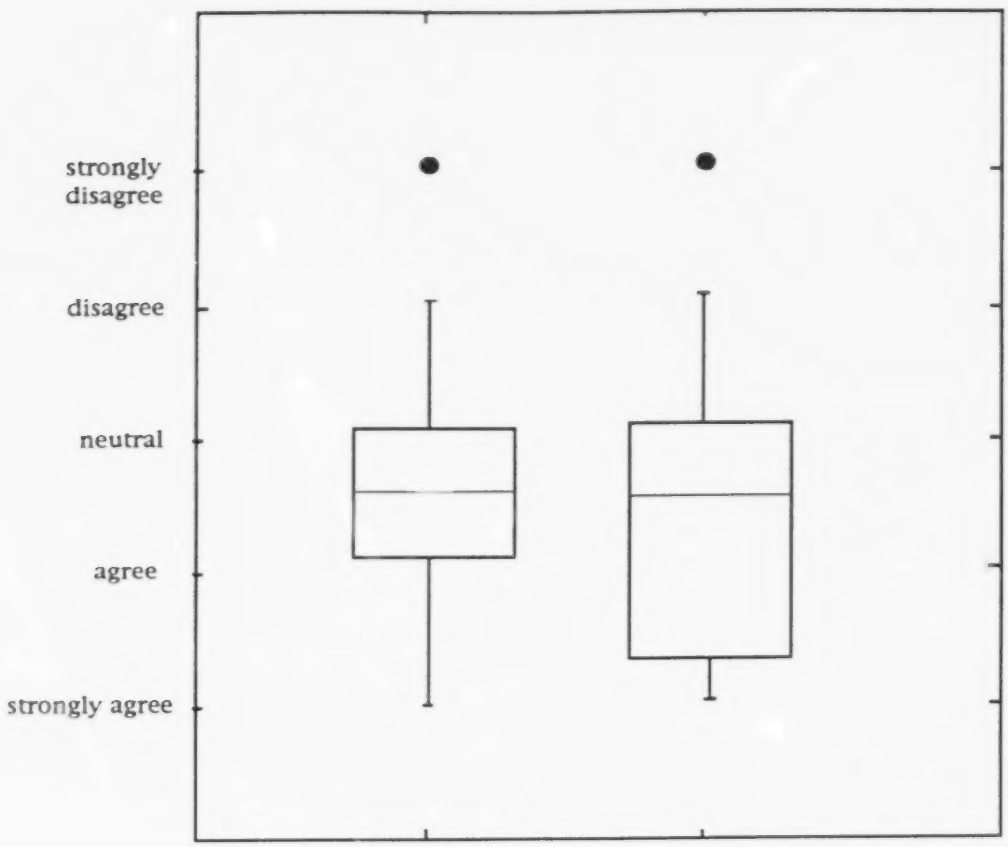
Source	D.F.	Sum of squares	Mean squares	F-Stat.	F-Sig.
Between Groups	3	1.41	0.472	1.97	0.155
Within Groups	18	4.31	0.239		
Total	21	5.72			

Note: Both Scheffe and Duncun's Tests reveal no significant differences between the groups at alpha=0.01.

It is evident from this table that, although the absolute values of the mean responses were different, the statistical significance of these differences were small. Or in other words, the responses were statistically similar. This may have arisen from relatively small sample sizes which resulted in relatively large standard deviations.

Tables showing the details of statistical calculations indicating 95 percent confidence interval are presented in Appendix H.

The findings of participants' responses according to gender are compared in Figure 4.2.



	MALE	FEMALE
Mean	2.6	2.5
St.Dev.	0.59	0.36

Figure 4.2: Box-and-whisker plot depicting the distribution of responses of the participants according to gender.

Figure 4.2 illustrates and compares the central tendency of each group according to gender. The distribution of the female group extends further to the bottom compared to the male counterparts, as indicated by the length of the box. The magnitude of the mean responses indicates that males and females have similar tendencies and generally fall in the borders of "Agree" and "Neutral" categories.

Scatter in the responses for the male and female respondents were similar as indicated by similar values of the standard deviation and the mean.

Statistical comparison of the responses as a function of the gender of the respondents were made using t-test procedure of the SPSS-PC. One-way analyses of variance could not be used for this comparison because only two sample means were compared. In a t-test, statistical significance of the difference between the two means are determined by comparing the calculated t-statistic with tabulated t-statistic for a specified significance level. If the observed significance level is small enough, the hypothesis that the population means are equal is rejected.

Table 4.19

t-Test for Gender of Respondents (Category 1)

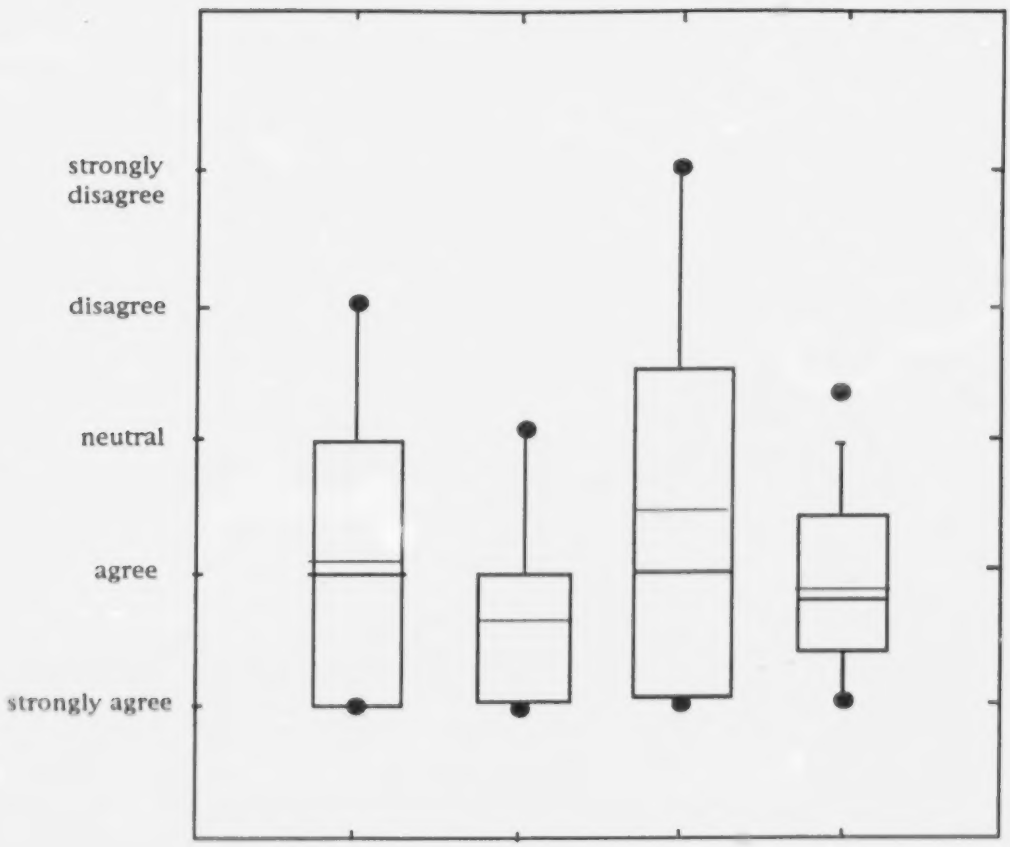
Gender	No.of cases	Mean	Std. Dev.	t-value	2-tailed Sig.
Male	15	2.56	0.592	0.29	0.774
Female	7	2.50	0.364		

It is evident from this table that the differences between the responses as a function of gender is not statistically significant.

The following is a comparison of responses in different categories of questions. For each category, the comparisons are made with respect to the nationality of the respondents. Similar comparisons could be made between both males and females. The above analysis indicates that the differences between the two genders were small. Thus, no comparisons within groups are made with regard to gender differences.

Motivation For Studying English

The participants' motivation for studying English is presented in Figure 4.3 according to nationality.



	PAL	JOR	SAD	LIB
Mean	2.1	1.7	2.5	2.0
St.Dev.	0.46	0.50	1.07	0.40

Figure 4.3: Box-and-whisker plot depicting the motivation for studying English according to nationality.

As shown in Figure 4.3, the mean value of the responses for the Jordanian and the Libyan groups fall in the "Agree" category (responses between 1.5 and 2.5), and that of the Palestinians and Saudi groups fall in the "Neutral" category (responses between 2.5 and 3.5). However, the mean value of the Palestinian responses were smaller compared to the Saudis indicating a relative abundance of responses in the "Agree" category in the Palestinians. It should also be noted from this figure that the size of the boxes are smaller for the Jordanians and Libyans indicating a general homogeneity of attitudes among respondents. On the other hand, the sizes of the boxes are larger for the Palestinians and the Saudis indicating a relatively more heterogeneous attitude of the people surveyed in these groups.

Table 4.20 summarizes the results of One-way Analysis of Variance for the overall mean responses for the four ethnic groups' motivation for learning English (Category 1).

Table 4.20

One-way Analysis of Variance For Ethnic Groups (Category 1)

Source	D.F.	Sum of squares	Mean squares	F-Stat.	F-Sig.
Between Groups	3	1.66	0.553	1.51	0.246
Within Groups	18	6.59	0.366		
Total	21	8.25			

Note: Both Scheffe and Duncun's Tests reveal no significant differences between the groups at alpha=0.01.

It is evident from this table that, although the absolute values of the mean responses were different, the statistical significance of

these differences were small. Or in other words, the responses were statistically similar.

Statistical comparison of the responses as a function of the gender of the respondents using t-Test procedure to indicate statistical significance of the difference between the two means are illustrated in Table 4.20. If the observed significance level is small enough, the hypothesis that the population means are equal is rejected.

Table 4.21

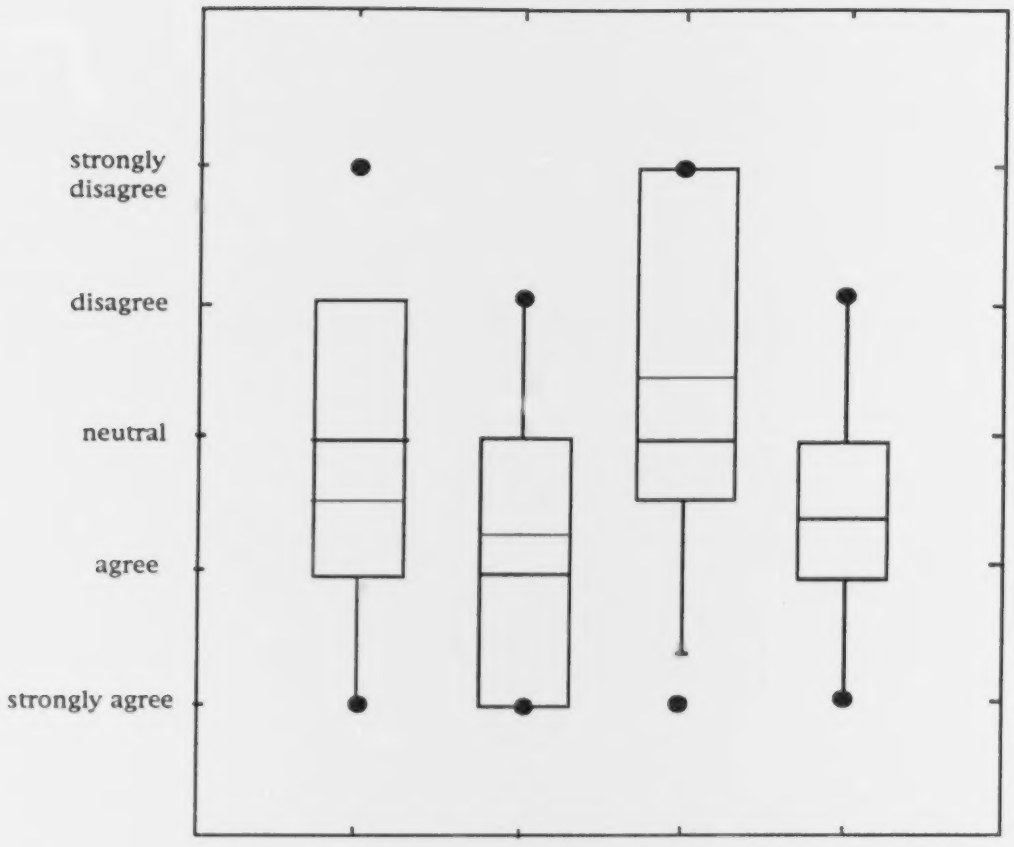
t-Test for Gender of Respondents (Category 1)

Gender	No.of cases	Mean	Std. Dev.	t-value	2-tailed Sig.
Male	15	2.07	0.701	0.75	0.464
Female	7	1.88	0.448		

It is evident from this table that the differences between the responses as a function of gender is not statistically significant.

Attitudes Toward Studying English

The participants' attitude about studying English is presented in Figure 4.4 according to nationality.



	PAL	JOR	SAD	LIB
Mean	2.9	2.3	3.4	2.5
St.Dev.	0.64	0.59	1.14	0.83

Figure 4.4: Box-and-whisker plot depicting the attitude about studying English according to nationality.

As shown in Figure 4.4, the mean value of the responses for the Jordanian and the Libyan groups fall in the "Agree" category (responses between 1.5 and 2.5), and that of the Palestinians group fall in the "Neutral" category (responses between 2.5 and 3.5), and Saudi group fall in the "Neutral" and "Disagree" categories. However, the mean value of the Palestinian responses were smaller compared to the Saudis indicating a relative abundance of responses in the "Disagree" category in the Saudis. It should also be noted from this figure that the size of the boxes are smaller for the Jordanians and Libyans indicating a general homogeneity of attitudes among respondents. On the other hand, the sizes of the boxes are larger for the Palestinians and the Saudis indicating a relatively more heterogeneous attitude of the people surveyed in these groups.

Table 4.21 summarizes the results of One-way Analysis of Variance for the overall mean responses for the four ethnic groups' attitudes toward learning English (Category 2).

Table 4.22

One-way Analysis of Variance For Ethnic Groups (Category 2)

Source	D.F.	Sum of squares	Mean squares	F-Stat.	F-Sig.
Between Groups	3	3.73	1.24	2.14	0.131
Within Groups	18	10.5	0.583		
Total	21	14.2			

Note: Both Scheffe and Duncun's Tests reveal no significant differences between the groups at alpha=0.01.

It is evident from this table that, although the absolute values of the mean responses were different, the statistical significance of these differences were small. Or in other words, the responses were statistically similar.

Statistical comparison of the responses as a function of the gender of the respondents using t-Test procedure to indicate statistical significance of the difference between the two means are illustrated in Table 4.22. If the observed significance level is small enough, the hypothesis that the population means are equal is rejected.

Table 4.23

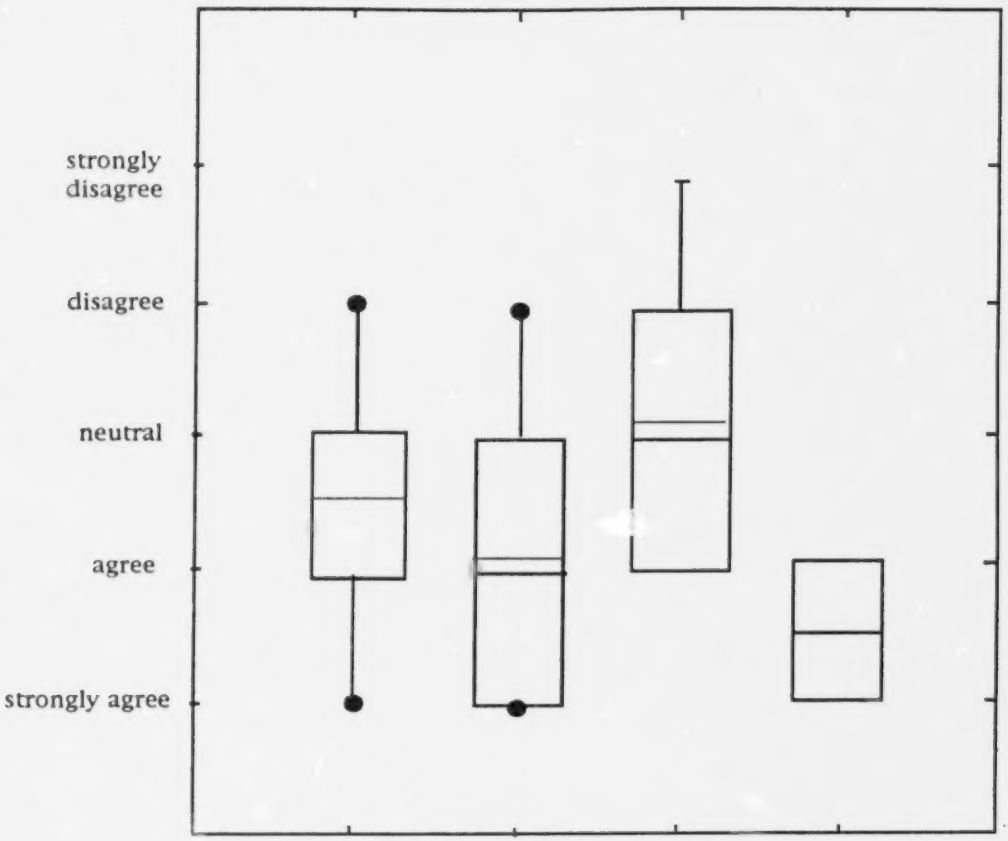
t-Test for Gender of Respondents (Category 2)

Gender	No.of cases	Mean	Std. Dev.	t-value	2-tailed Sig.
Male	15	2.88	0.817	1.50	0.158
Female	7	2.34	0.763		

It is evident from this table that the difference between the responses as a function of gender is not statistically significant.

Attitudes Toward English Instruction

The participants' attitudes toward English instruction is presented in Figure 4.5 according to nationality.



	PAL	JOR	SAD	LIB
Mean	2.6	2.1	3.1	1.5
St.Dev.	0.84	1.17	0.75	0.41

Figure 4.5: Box-and-whisker plot depicting the attitude toward English instruction according to nationality.

As shown in Figure 4.5, the mean value of the responses for the Libyan, Palestinian, and Jordanian groups fall in the "Agree" category (responses between 1.5 and 2.5), and Saudi group fall in the "Neutral" category. However, the mean value of the Libyan responses were smaller compared to the other groups indicating a relative abundance of responses in the "Agree" category, while the mean value of the Saudi responses indicating a relative abundance in "Neutral" category. It should also be noted from this figure that the size of the boxes are smaller for the Palestinians and Libyans indicating a general homogeneity of attitudes among respondents. On the other hand, the sizes of the boxes are larger for the Jordanians and the Saudis indicating a relatively more heterogeneous attitude of the people surveyed in these groups.

Table 4.24 summarizes the results of One-way Analysis of Variance for the overall mean responses for the four ethnic groups' attitudes toward English instruction (Category 3).

Table 4.24

One-way Analysis of Variance for Ethnic Groups (Category 3)

Source	D.F.	Sum of squares	Mean squares	F-Stat.	F-Sig.
Between Groups	3	6.16	2.05	2.53	0.089
Within Groups	18	14.6	0.812		
Total	21	20.8			

Note: Both Scheffe and Duncun's Tests reveal no significant differences between the groups at alpha=0.01.

It is evident from this table that, although the absolute values of the mean responses were different, the statistical significance of

these differences were small. Or in other words, the responses were statistically similar.

Statistical comparison of the responses as a function of the gender of the respondents using t-Test procedure to indicate statistical significance of the difference between the two means are illustrated in Table 4.25. If the observed significance level is small enough, the hypothesis that the population means are equal is rejected.

Table 4.25

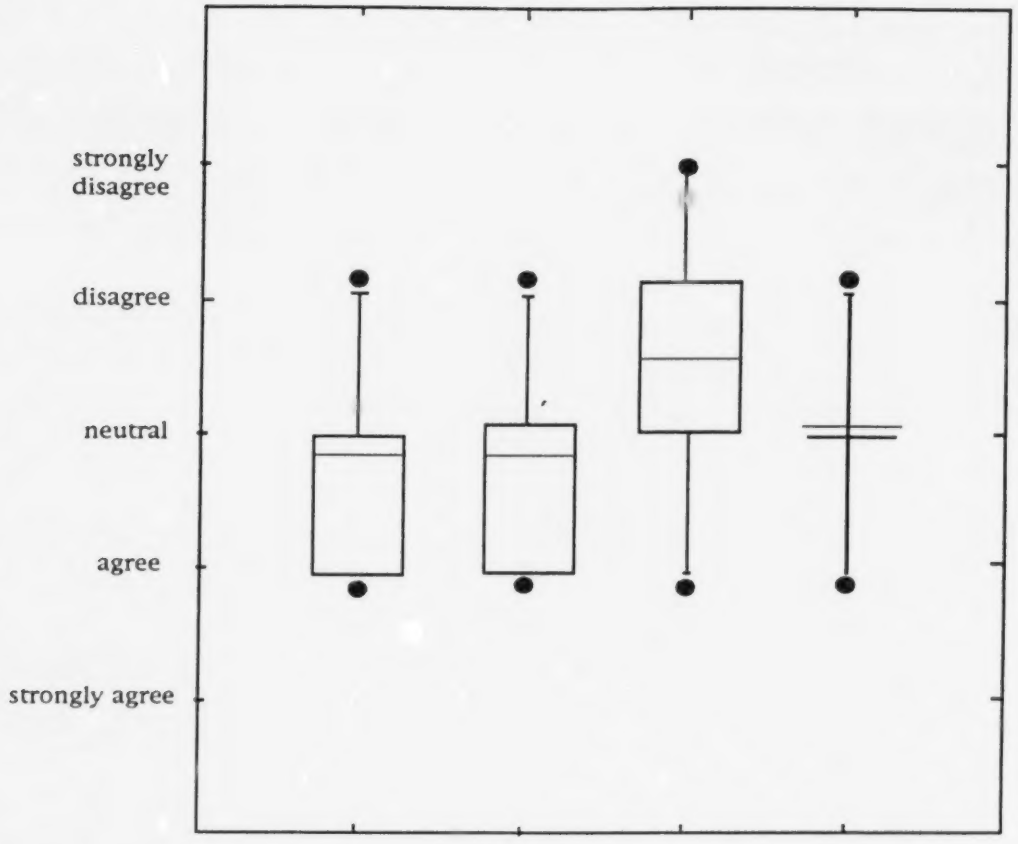
t-Test for Gender of Respondents (Category 3)

Gender	No.of cases	Mean	Std. Dev.	t-value	2-tailed Sig.
Male	15	2.10	1.00	-1.65	0.122
Female	7	2.79	0.859		

It is evident from this table that the difference between the responses as a function of gender is not statistically significant.

Attitudes towards Americans and the U.S.

The participants' attitudes toward Americans and the United States is presented in Figure 4.6 according to nationality.



	PAL	JOR	SAD	LIB
Mean	2.8	2.9	3.3	3.0
St.Dev.	0.39	0.92	0.94	0.62

Figure 4.6: Box-and-whisker plot depicting the attitude toward Americans and the United States according to nationality.

Figure 4.6 indicates that the attitude toward the Americans and the United States vary considerably from one group to another. The attitudes tend to be similar in both Jordanians and Palestinians who tend to have favorable attitudes more than the Saudis. On the other hand, the Libyan participants are neutral; the average of their responses is 3.0. In contrast, the Saudis vary notably, while all other groups tend to lean toward positivity or neutrality, the Saudis tend to have more unfavorable attitudes. One can notice that there are mixed feelings toward the Americans and the United States ranging from positive to neutral to negative.

As shown in Figure 4.6, the mean value of the responses for the Palestinian, and Jordanian groups fall in the "Agree" category (responses between 1.5 and 2.5), and Saudi group fall in the "Disagree" category. However, the mean value of the Jordanian and Palestinian responses are similar indicating a relative abundance of responses in the "Agree" category, while the mean value of the Saudi responses indicating a relative abundance in "Disagree" category and the Libyans are in the "Neutral" category. It should also be noted from this figure that the size of the boxes are similar for the Palestinians and Jordanians indicating a general homogeneity of attitudes among respondents.

Table 4.26 summarizes the results of One-way Analysis of Variance for the overall mean responses for the four ethnic groups' attitudes toward Americans and the United States (Category 4).

Table 4.26

One-way Analysis of Variance for Ethnic Groups (Category 4)

Source	D.F.	Sum of squares	Mean squares	F-Stat.	F-Sig.
Between Groups	3	0.647	0.216	0.671	0.581
Within Groups	18	5.78	0.321		
Total	21	6.43			

Note: Both Scheffe and Duncun's Tests reveal no significant differences between the groups at alpha=0.01.

It is evident from this table that, although the absolute values of the mean responses were different, the statistical significance of these differences were small. Or in other words, the responses were statistically similar.

Statistical comparison of the responses as a function of the gender of the respondents using t-Test procedure to indicate statistical significance of the difference between the two means are illustrated in Table 4.27. If the observed significance level is small enough, the hypothesis that the population means are equal is rejected.

Table 4.27

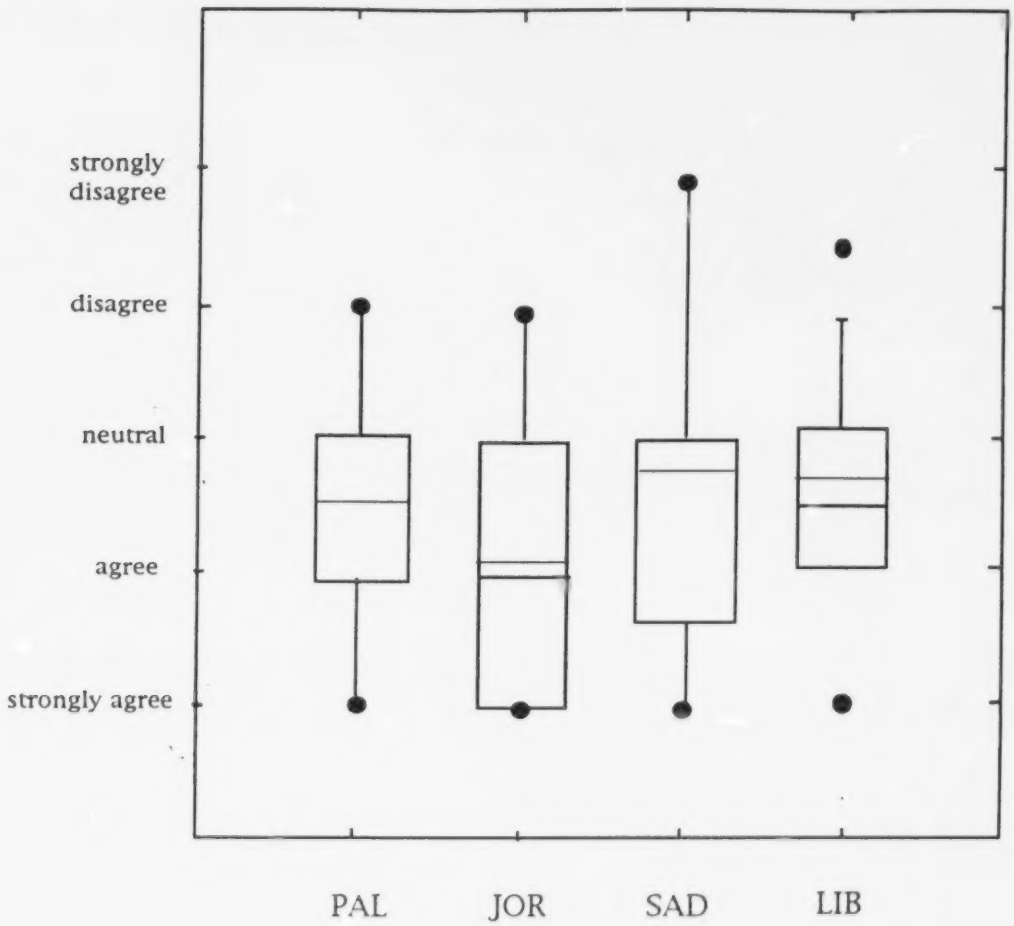
t-Test for Gender of Respondents (Category 4)

Gender	No.of cases	Mean	Std. Dev.	t-value	2-tailed Sig.
Male	15	2.85	0.602	-0.65	0.528
Female	7	3.00	0.456	.	

It is evident from this table that the difference between the responses as a function of gender is not statistically significant.

Future Expectations

The participants' future expectation of studying English is presented in Figure 4.7 according to nationality.



	PAL	JOR	SAD	LIB
Mean	2.6	2.2	2.8	2.7
St.Dev.	0.57	0.47	1.04	0.55

Figure 4.7: Box-and-whisker plot depicting the participants' future expectations of studying English according to nationality.

Figure 4.7 indicates that the participants are positive in their responses to questions dealing with future expectations. On the average, the participant groups have indicated that English is important for their future and the future of their countries. The highest average is in the Saudi group while the lowest is in the Jordanian group.

As shown in Figure 4.7, the mean value of the responses for all groups fall in the "Agree" category (responses between 1.5 and 2.5). The mean values are close indicating a relative abundance of responses in the "Agree" category. It should also be noted from this figure that the size of the boxes are similar for the Palestinians and Libyans indicating a general homogeneity of attitudes among respondents.

Table 4.28 summarizes the results of One-way Analysis of Variance for the overall mean responses for the four ethnic groups' future expectations for studying English (Category 5).

Table 4.28

One-way Analysis of Variance for Ethnic Groups (Category 5)

Source	D.F.	Sum of squares	Mean squares	F-Stat.	F-Sig.
Between Groups	3	1.25	0.416	1.00	0.414
Within Groups	18	7.46	0.414		
Total	21	8.71			

Note: Both Scheffe and Duncun's Tests reveal no significant differences between the groups at alpha=0.01.

It is evident from this table that, although the absolute values of the mean responses were different, the statistical significance of

these differences were small. Or in other words, the responses were statistically similar.

Statistical comparison of the responses as a function of the gender of the respondents using t-Test procedure to indicate statistical significance of the difference between the two means are illustrated in Table 4.28. If the observed significance level is small enough, the hypothesis that the population means are equal is rejected.

Table 4.29

t-Test for Gender of Respondents (Category 5)

Gender	No.of cases	Mean	Std. Dev.	t-value	2-tailed Sig.
Male	15	2.57	0.697	0.24	0.814
Female	7	2.50	0.559		

It is evident from this table that the difference between the responses as a function of gender is not statistically significant.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

This study has been conducted in a fashion where both qualitative and quantitative instruments were used. Crookes & Schmidt (1991) have maintained that the discussion of motivational and attitudinal factors in second language learning has been limited by the understanding that the field of applied linguistics has attached to it. They argue that the primary emphasis on attitudes and other social psychological factors of second language learning does not do full justice to the way second language researchers have dealt with the study of motivation and attitudes. Crookes & Schmidt (1991) have laid out a research agenda to stimulate a thorough approach to this topic. They appeal to researchers to incorporate a variety of methodologies that do not only rely on quantitative data but also incorporate qualitative data as well. This investigation has incorporated both methodologies thus taking a new direction in the area of motivation and attitude research. Apart from the methodological framework, this study suggests that affective factors in second language acquisition are as equally important as the linguistic ones. It suggests that foreign language students' attitudes are divergent in terms of several factors. The determiners of attitudes and motivations vary according to the backgrounds and experiences of different individuals. This study has gone beyond the focus of research on Arab EFL learners in

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particular which has been limited over the past decades to the linguistic factors that either impede or facilitate the learning of English by Arabic speaking students. Previous studies have appealed to researchers to conduct further research on non-linguistic factors such as motivation and attitudes.

This study has explored and identified different motivations and attitudes of Arab students at the university level toward the English language and Americans. In the first place, the motivations for, along with the attitudes toward the study of English are shaped in terms of the sociocultaral charecteristics of each group. Motivations and related attitudes toward the English language were governed by different sources of determiners. These determiners are presented in this study in terms of the general patterns of motivations and related attitudes which emerged from the participants' responses as they relate to (1) the students' perception of English as a foreign language; (2) the students' previous, and present experiences with the English language; (3) the students' future expectations about the study of English. These motivations and related attitudes are described in terms of the practical value they have in the lives of the participants.

In the second place, attitudes toward the Americans also are shaped in terms of various determiners. The determiners, along with the attitudes were presented in terms of the general patterns, emerged from students' responses as they relate to (1) the students' previous and current perceptions about the American people, and the United States; and (2) students' experiences with the American people in the host country.

Arabic-speaking students' educational expectations, sociocultural, and sociopolitical characteristics reflect numerous differences in motivations and attitudes. These differences are seen in terms of various determiners and the social conditions of each group. Although the cultural values of the Arabic-speaking students are similar (Lusting, 1988), the social conditions are different. Some of these cultural values are conservatism, family devotion, fatalism, nationalism, patience, piety, pride, self-respect, status, and traditionalism (Lusting, 1988). Nevertheless, despite the students' exposure to modern political and social trends, motivations and attitudes continue to be tempered by the cultural values most relevant to them. That is, the sociocultural conditions under which a particular group of students was exposed tend to influence their motivations and attitudes. For instance, the Saudi participants' "traditionalism" is expected to justify either negative or neutral attitudes toward such other cultures as the Western ones. Likewise, the Palestinians', and Libyans sense of "nationalism" dictated by the sociopolitical milieu to which they were exposed tends to influence their attitudes and motivations toward foreign languages and cultures differently. Therefore, conclusions are made in terms of these social conditions. The following illustration shows the relationship between social conditions and attitudes and motivations.

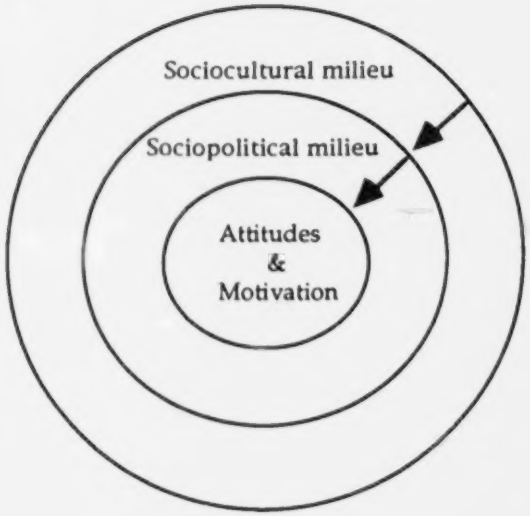

Figure 5.1: Social conditions, attitudes and motivation.

The determiners of Arab students' attitudes toward English and Americans are revealed as a result of this study. In particular, "Provincialism" in this investigation intrudes not only when Arab students are stereotyped, but also when they self-categorize themselves in terms of their cultural values and standards thus leading to "Arab provincialism". This notion derives from social psychology and is based on the self-stereotyping theory proposed by Turner (1987). The basic assumption of Turner's theory is that individuals take on characteristics they believe to be an ideal of the social group to which they belong. Individuals also tend to make comparisons to show the superiority of their ideals. In this investigation, all participants have strong adherence to the culture they belong to. As articulated by some participants:

P10: I like my culture. . . . I know that my people are not now in the right way . . . but I think that their culture is good . . . with the exception of science, I believe the American culture has negative things . . . and good things too.

P14: I don't wanna see the American influence affecting my culture and my people as far as their own uniqueness.

P15: I will not give up . . . which is my culture I still have my culture so whenever I have the chance I tend to talk to the people which I learn from my culture . . . I still have the same feeling about my culture.

This may account for the fact that no participant has an integrative motivation for learning English. By studying English, students by no means are loosing their allegiance to their linguistic or cultural heritage.

On the other hand, stereotypes have been redefined by Taylor (1991). He argues that stereotypes are a normal cognitive process where two groups having an auto-stereotype and a stereotype of the other group. According to Taylor, two conditions are required for a pattern of stereotypes to be socially desirable. The first condition is "each group must positively value the attributes they associate with their own group, and second, each group must respect the attributes that are stereotypic of the other group" (p.6). According to Taylor, this is one of the most vital ingredients of "multiculturalism".

A graphic illustration of the process of shaping cross-cultural attitudes is constructed and presented below. Self-categorization

and provincialism as a result of cultural differences can be determiners of attitudes.

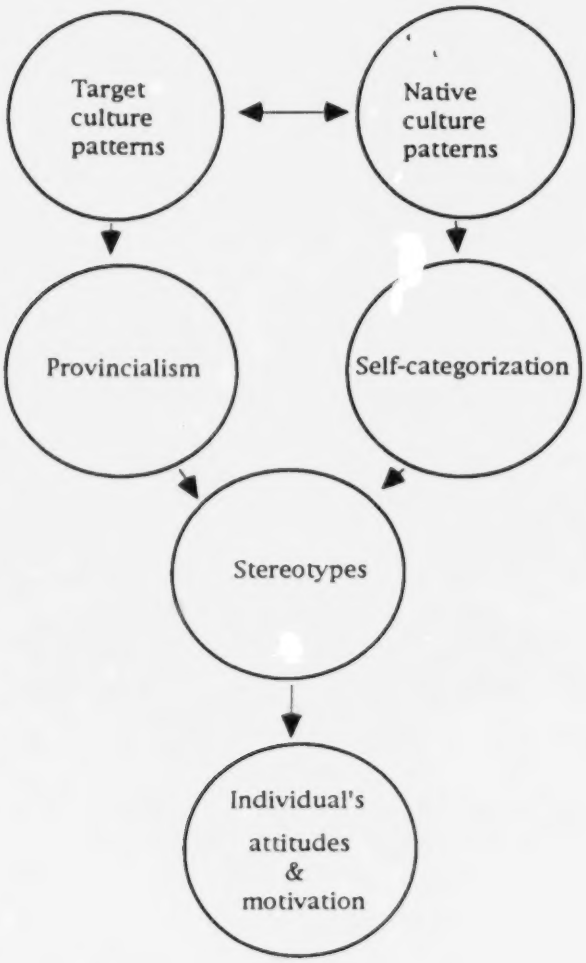

Figure 5.2: Cross-cultural attitudes.

In order to cultivate more positive attitudes the adjustment of the individual in the host country must be made through awareness combined with mutual understanding and appreciation of cultural

differences. Frequent direct contact with the host people would always make the individual understood, not to mention the improvement of one's command of the foreign language.

Research indicates that Arabs in the United States tend to accept the notion of multiculturalism while they maintain their own heritage. Lambert & Taylor (1990) conducted a large scale study on many newly arrived minority groups. Among these groups, Arab respondents support heritage culture maintenance more than any other participant group. In other words, Arabs are more resistant to assimilation and more favoring of multiculturalism. The findings of this investigation are in agreement with the evidence provided by Lambert & Taylor (1990).

According to Storti (1989, p.15) the focus should not be on the ways in which all people are alike or different, but rather on what happens when one group of people behaves very oddly in the eyes of another. To do so, two types of adjustments are required:

> . . . we have to adjust or get used to behavior on the part of the local people which annoys, confuses, or otherwise unsettles us; and we have to adjust our own behavior so that it does not annoy, confuse or otherwise unsettle the local people. So long as we are put off by or consistently misconstrue the behavior of the locals and so long as we repeatedly provoke or baffle the locals by our own behavior, we can never expect to feel at ease abroad or to be wholly effective in our work.

The findings of this study are generally congruent with the interest of previous research, in particular, with Gardner's (1985) claim that students who are integratively oriented have parents who are oriented that way, and those who are instrumentally oriented generally have parents who tend to have instrumental orientation. Gardner (1991) argues that the linguistic background of the parents can play a role in the motivation and attitudes of their children. This is found to be true of Arab students studying English. Some participants indicated that their parents played a role in their motivation to learn English as they used to teach them English words and were a source of encouragement. The following excerpts illustrate that:

P8: Because my dad was a tour guide and he spoke English and he encouraged me to study English.

P11: I was going to study either engineering or go to medical school and I have to be good in English. . . . I also had a lot of support from my mother . . . she was a nurse and she used to tell me that to be good in English is gonna help you a lot in your plans in the future so actually my mother helped me a lot.

P10: My father asked me to continue the study of English . . . he knew English and used to teach me certain words.

Tucker (1991) spoke of a model for foreign language teaching which already exits in some parts the Arab World. According to Tucker, in this approach there "is a deliberate policy for introducing a broad spectrum of students to the general study of a foreign language for a number of years as part of the school curriculum,

followed by an intensive teaching of that language . . .to those with a demonstrable need" (p. 69). Tucker (1991, p.69) maintains that such an approach is "delinked" from the teaching of cultural aspects of that language, and it "represents a controversial but interesting emerging trend".

An interesting approach to implementing foreign language policy has emerged as a result of this study. The findings suggest that English has played a significant role in the education of Arab students. Several trends appeal to foreign language designers to promote the teaching of English. One of these trends suggests that English should be taught for a specialized group of interested students or for those who are required to know English for science and technology. Thus the ultimate motivation for learning English should go beyond technical, and occupational purposes only. As one participant puts it:

> P20: I think part of the people should study English. . . . I think there should be some people who excel in every language because we need science, technology and communication with the rest of the world.

Furthermore, this study contributes to the enrichment and development of the Arab educational system. The concept of development in the Arab World is reflected in the educational system. On the issue of development of the Arab educational system of which English learning is an integral part, Kazem (1992, p.116) says:

> . . . Development in the Arab states is part of the global movement. It has global characteristics and the peculiarity of

> the prevailing culture of the Arabs. In order to be a real and realistic process it has above all to be meaningful to the Arab people and relevant to their culture. . . . Civilization is not the product of one people but the dynamic accumulation of the contributions of many peoples, races and cultures.

Furthermore, Kazem (1992, p.121) proposes a systematic approach to education in the Arab states based on the needs of the students where training and development are considered. The educational goals should be relevant to the demands of the Arab society as part of the dynamic international community. One implication of this educational mission has been drawn by the findings by this investigation. In particular foreign language programs should enhance the notion of intercultural communication as a requisite for development. The findings of this investigation appeal to educators in the Arab states to revisit foreign language pedagogy to promote more positive intercultural attitudes. To do so, these programs ought to be based on the needs assessment of students. The benefits of foreign language learning should be spelled out in the curriculum and instruction, rather than take the form of passive imposition. Students should be geared to learn more languages as well as English to be active participants in the Arab society and international community.

One of the most important pedagogical implications derived from the findings has to do with the students' attitude toward English instruction. The general feeling among participants is that they do not get proper instruction in the English language in their home countries because of the focus on one skill such as learning

English grammar or vocabulary while ignoring other skills such as conversational aspects of language use. As some of the participants concluded:

P20: Unfortunately it is not taught the best way . . . it was very poor . . . the teacher comes and teaches us grammar . . . we are good in grammar by the way . . . when I came here I was better than the Americans in grammar . . . but we were not taught conversation how to communicate . . . I think the methods were poor . . . if the teachers were taught good methods we would be better.

P18: They [English teachers] are bringing their own biases to the classroom . . . and it was harder in the beginning . . . English instruction was not participative or interactive and that was the hardest part . . . and you don't learn this way much I think.

Furthermore, the students have unveiled the pitfalls of the teachers of English in a critical tone. Teachers teach the way they were taught, and the students become more vulnerable to teacher's idiosyncrasies. The participants maintained:

P4: They [teachers] know English but it is different because it is their second language . . . they have accents

P18: Mostly, English teachers speak with different accents . . . that was not representative of the American speakers and all we do is just duplicate the teacher.

P14: They [teachers] were basically out of touch . . . they had a terrible accent and the teacher was not able to help you in that.

These issues are very important in designing foreign language curriculum and have pedagogical implications for teachers of English. It should be borne in mind that the goals and objectives of foreign language syllabi ought to be based on the students' needs assessment. Students should be taught to master all language skills. They also should be incorporated in the curriculum as being equally important. This also requires a great deal of oral-aural training in the language classrooms to promote second language proficiency.

Of direct relevance is the explication of culture shock, the participants experienced upon arrival in the United States which emerged as a result of this study. That is, all participants were not culturally prepared for the new environment. This was the most disturbing aspect about trying to establish themselves in the United States. In order to cultivate proper attitudes and ease the stress of adjustment to the new environment, there are some steps that can be taken. The most important step is the infusion of the American culture necessary in English language classes. In fact, it is not to the culture one can adjust but to the behavior, which is the basic manifestation and most important consequence of culture. As Storti (1989, p.14) put it, "it is culture as encountered in behaviour that we must learn to live with". On the other hand, culture is not only manifest in how people behave, but in how they express themselves as well (Storti, 1989, p.89). The intricate relationship between language and culture should not be underestimated by focusing solely on grammar or vocabulary acquisition. English should be taught in a meaningful way, in the way it is used by its speakers

since most cultural notions are reflected in the actual language use rather than in formal instruction.

The different motivations and attitudes of Arabic speaking students in American universities are a result of intervening factors that are based on the very essence of the basic characteristics of this population.

In the conclusion of her study of Arab university students, Meloni (1991) says that the point that stands out clearly in Arab students is their preoccupation with human relations; i.e. family and friends are extremely important to them. She concludes:

> Faculty and administrators should do all they can to bring these students into contact with the American community. . . . By making special efforts to learn more about the Arab students to facilitate their adjustment . . . U.S. universities will enrich the lives not only of the foreign students but also of the American students as well. (p.19)

This conclusion is congruent with the implications of this investigation. It is found that Arab students are annoyed by "provincialism" whereby Arab students develop many unfavorable attitudes toward Americans. In order to foster positive intercultural attitudes of both sides, contact among Arabs and Americans should be encouraged and promoted. One way to do that is to thwart intolerance, stereotypical categorization, and hasty judgments so as to bridge the gap between the two cultures. This requires highly qualified bilingual teachers who have the potential to help students grow bilingually and biculturally.

Finally, while answering the research questions addressed, this investigation posed many methodological questions with regard to different issues in foreign language education as practiced in the Arab World. However, this study serves as a strong basis for further research in many ways.

First, this study utilized qualitative and quantitative instruments to investigate motivations and attitudes in the study of English as a foreign language. The same approach can be utilized in future research. It is recommended that such an approach is used to study the context in which English instruction takes place including teachers, schools and students' families, all of which might help in providing further evidence about issues relating to motivations and attitudes.

Second, this investigation appeals to curriculum designers to promote effective teaching of English. This recommendation rests on the students' needs assessment. The curriculum content should be revised in terms of the orientation of the students in a compatible way to achieve the balance between the objectives of the English courses and the needs of the students. This study recommends that English courses may be designed to help Arab students achieve their objectives by focusing on the content while not underestimating proficiency in the English language to be able to interact freely in American society.

Likewise, this study recommends that further research is needed on Arab students in the American universities to promote sensitivity to their needs. This would help alleviate the

sociolinguistic and cultural barriers that might impede their success in the American educational institutions.

Finally, it is recommended that this study be replicated with a larger number of participants from the same backgrounds and from different countries in the Arab World.

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APPENDIX A

LETTER OF REQUEST TO THE PARTICIPANT

Date: September 1st., 1991

Dear Participant:

My name is Mahmoud Suleiman, a Ph. D. candidate at ASU. I am conducting research for my dissertation in the partial fulfillment of my degree. The research involves motivation and attitudinal factors pertaining to learning English as a second language by adult university Arabic-speaking students.

This is to request your participation in the study *A study of Arab students' attitudes and motivation for learning English as a foreign language.* This requires me to collect data from you; it involves completing a survey and conducting interviews. Enclosed please find a survey for you to complete if you are willing to participate. Please be advised that you may choose not to answer any of the items and/or participate in the study.

Thank you very much.

Sincerely yours,

APPENDIX B

BACKGROUND INFORMATION SURVEY

Background Information Survey

Subject:.....I am.....not..... willing to participate.

Address:.....Ph. No. (optional):.....

Gender: .....M.....F

Age (optional): 20--25 26--30 31--35 36--over

1. Indicate what your country of origin is?.....
2. What is your primary language?.....
3. Rate your proficiency in your mother tongue:

	1 poor	2 fair	3 good	4 excellent
Reading:				
Writing:				
Speaking:				

4. Rate your proficiency in English:

	1 poor	2 fair	3 good	4 excellent
Reading:				
Writing:				
Speaking:				

5. What was your TOEFL score? 500.....550 550.....600
6. When did you take the TOEFL?.....
7. How many languages do you speak? .....What are they?..... ....
8. What is your major at ASU?.....
9. How many years of ESL instruction have you received?.....Where?.....
10. Where did you learn English?.....
11. How long have you been in the United States?.....
12. Do you plan to stay in the U.S.?.....Yes.....No.

APPENDIX C

CONSENT FORM

CONSENT FORM

I, the undersigned agree to participate in Mr. Suleiman's study, A qualitative study of Arab university students' attitudes and motivation for learning English as a foreign language, which will be conducted at Arizona State University in the academic year of 1991/1992.

Signature of participant:.....

Date:.....

APPENDIX D
GUIDING INTERVIEW QUESTIONS

GUIDING INTERVIEW QUESTIONS

I. Motivation for studying English

1. What reasons did you have in mind for studying English when you were in school in your country?

2. Who encouraged you to study English when you were in your country?

3. What reasons do you have now for studying English?

II. Attitudes toward studying English

1. How did you feel about studying English in your home country?

2. What is your opinion about English being an integral component of the school curriculum in your country?

3. What makes the teaching of English important to schools in your country?

4. What are the advantages/disadvantages of making English part of the school curriculum?

III. Attitudes toward English instruction

1. Describe a typical English class in the schools of your country.

2. Describe a typical English class in the U.S.

3. Which kind of English instruction do you prefer? Why?

4. What are the differences between English instruction in the U.S. and your home country?

5. Did you wish to study English in an English speaking country, such as the U.S., rather than in your country? Why?

IV. Attitudes towards Americans and the U.S.:

A. Attitudes Towards the U.S.:

1. What were your perceptions about the U.S. before you arrived?

2. Compare what you felt about the U.S. before you came to the U.S. to now.

B. Attitudes towards Americans:

3. What kind of experiences have you had with American people?

4. What do you think about American people?

5. What are the major differences between the people of your country and the American people?

6. What problems did you have to overcome in adjusting to life in the United States?

V. Future expectations

1. What do you plan to do with English after you receive your degree?

2. What is the role of English in your future plans?

3. What is the importance of English for the future of your country?

APPENDIX E

ATTITUDE/MOTIVATION TEST BATTERY

Attitude/Motivation Test Battery

Directions: Please respond to the following questions using the scale provided: (1) strongly agree, (2) agree, (3) neutral, (4) disagree, (5) strongly disagree.

I. Motivation for studying English

1. I study English because it will be useful in getting a job. 1 2 3 4 5
2. I study English because it makes me a better educated person. 1 2 3 4 5
3. I study English because it will make me a more knowledgeable person. 1 2 3 4 5
4. Knowing English helps me better understand English speaking peoples. 1 2 3 4 5
5. I study English to make friends other than those from my own cultural background. 1 2 3 4 5
6. Studying English is important because I will be able to participate more freely in the activities of other cultural groups. 1 2 3 4 5

II. Attitudes toward studying English

1. In my country, persons who speak English are more respected than the one who does not. 1 2 3 4 5
2. I believe English should be taught in my country to all students. 1 2 3 4 5
3. I believe that English classes should be increased in the schools of my country. 1 2 3 4 5

4. When I graduate, I shall continue the study of English because I am interested in it. 1 2 3 4 5

5. English has always been my favorite class. 1 2 3 4 5

III. Attitudes toward English instruction

1. English instruction in the U.S. is much better than English instruction in my country. 1 2 3 4 5

2. I would prefer to study English in the U.S. rather than in my country. 1 2 3 4 5

IV. Attitudes toward Americans and the U.S.

1. Americans are friendly and polite. 1 2 3 4 5

2. Americans are intelligent and hard working people. 1 2 3 4 5

3. Americans are sincere and honest. 1 2 3 4 5

4. Americans are sociable, warm hearted and creative people. 1 2 3 4 5

5. The more I get to know Americans, the more I want to be fluent in their language. 1.2 3 4 5

6. I have a favorable attitude towards Americans. 1 2 3 4 5

7. I think the U.S. is the best place to live in. 1 2 3 4 5

V. Future expectations:

1. English will play a significant role in my personal development. 1 2 3 4 5

2. English will play a significant role in the future development of my country. 1 2 3 4 5

3. I will make every effort to continue studying English. 1 2 3 4 5

4. If given the opportunity, I would like to live in the U.S. permanently. 1 2 3 4 5

5. I will encourage my children to study English. 1 2 3 4 5

APPENDIX F

INTERVIEW SCHEDULE

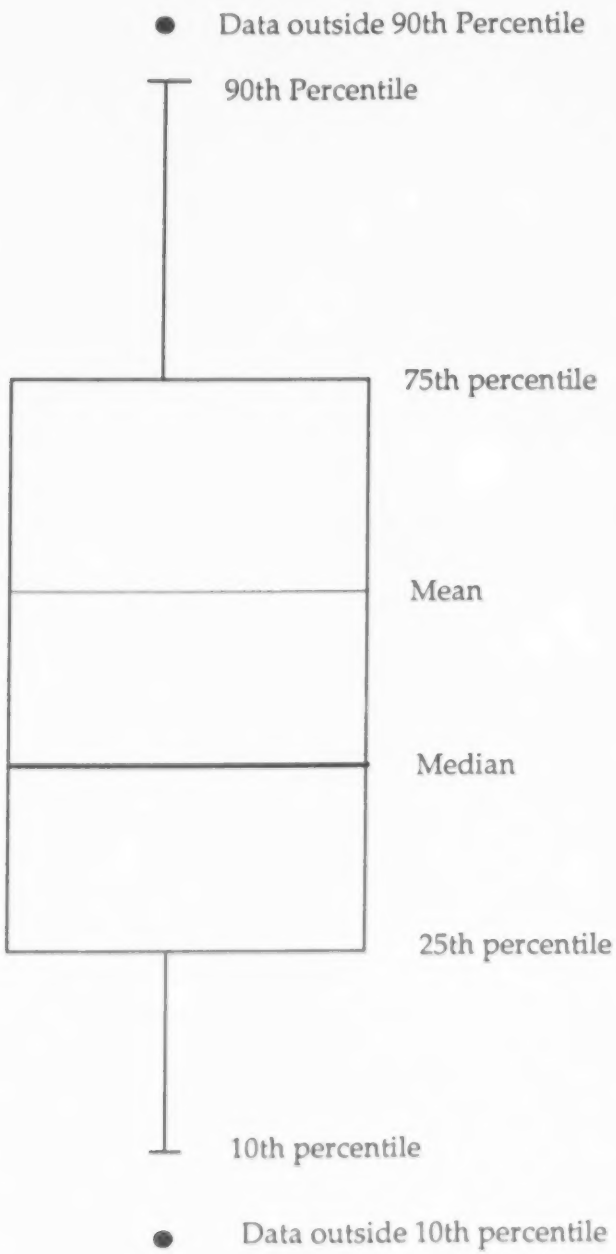
INTERVIEW SCHEDULE

PARTICIPANT	DATE	TIME	LOCATION
P_1	11/13/92	10:00-11:00AM	P_1's Apartment
P_2	11/15/92	1:00-2:00PM	P_2's Apartment
P_3	11/17/92	10:00-11:00AM	P_3's Apartment
P_4	11/18/92	11:00-12:00Noon	Mem. Union
P_5	11/20/92	10:30-11:30AM	P_5's Apartment
P_6	11/22/92	2:00-3:00PM	P_6's Apartment
P_7	12/4/92	7:30-8:30PM	Mem. Union
P_8	12/7/92	7:00-8:00PM	Mem. Union
P_9	12/8/92	2:00-3:00PM	P_9's Apartment
P_{10}	12/9/92	3:00-4:00PM	Mem. Union
P_{11}	12/10/92	3:00-4:00PM	P_{11}'s Apartment
P_{12}	12/12/92	10:00-11:00AM	P_{12}'s Apartment
P_{13}	12/13/92	3:00-4:00PM	P_{13}'s Apartment
P_{14}	12/14/92	11:30-12:30PM	P_{14}'s Apartment
P_{15}	12/15/92	2:00-3:00PM	Mem. Union
P_{16}	12/16/92	10:00-11:00	Noble Library
P_{17}	12/17/92	8:00-9:00PM	P_{17}'s Apartment
P_{18}	12/18/92	4:00-4:00PM	P_{18}'s Apartment
P_{19}	12/19/92	10:00-11:00AM	P_{19}'s Apartment
P_{20}	12/21/92	10:00-11:00AM	P_{20}'s House
P_{21}	12/23/92	4:00-5:00PM	P_{21}'s Apartment

APPENDIX G

DESCRIPTION OF BOX-AND-WHISKER PLOT PARAMETERS

DESCRIPTION OF BOX-AND-WHISKER PLOT PARAMETERS



APPENDIX H

DATA SUMMARY OF SURVEY RESPONSES

DATA SUMMARY OF SURVEY RESPONSES

	PALESTINIAN							JORDANIAN							SAUDI				LIBYAN				
	M				F			M				F			M				M				F	Mean
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	
1	2	4	3	1	1	1	1	1	1	1	1	2	3	2	1	5	3	2	1	2	1	2	19
2	2	1	1	2	1	2	1	3	1	1	1	1	1	2	1	4	4	3	2	2	2	1	18
3	2	2	3	1	2	3	4	3	3	1	1	1	1	1	3	1	2	4	2	2	2	2	21
4	2	2	2	1	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	2	2	1	13
5	4	2	4	4	2	1	5	1	2	2	2	2	2	5	2	3	5	2	2	4	3	3	28
6	2	3	3	2	2	1	2	1	2	1	1	3	2	2	2	1	5	2	2	3	3	3	22
7	5	5	2	4	3	3	5	2	3	4	2	4	1	4	3	5	5	2	3	3	4	2	34
8	2	3	2	1	2	1	1	2	2	1	1	1	1	1	1	4	5	3	2	2	4	1	20
9	4	3	4	2	3	1	2	2	2	2	1	2	1	3	3	2	1	5	3	2	2	3	23
10	3	4	4	1	4	3	3	1	2	3	3	3	1	3	3	2	5	3	2	2	3	1	27
11	2	3	4	1	4	3	4	4	3	4	3	1	2	4	3	5	5	3	3	3	4	3	32
12	4	3	1	3	4	3	4	2	1	1	1	4	2	2	4	4	2	2	2	1	1	1	24
13	2	2	1	3	3	1	2	2	1	1	1	4	4	3	3	3	5	2	2	2	1	2	23
14	2	3	3	3	3	4	3	3	2	3	2	3	3	3	3	3	5	3	3	2	4	4	30
15	3	3	3	2	3	3	3	3	3	3	2	2	4	3	3	4	4	3	3	2	4	3	30
16	3	3	3	2	2	3	3	3	2	3	2	4	3	4	2	4	5	3	3	2	3	3	30
17	3	3	4	1	2	3	3	3	2	3	2	5	2	4	3	2	4	3	3	2	3	3	29
18	2	3	2	2	3	3	5	2	3	2	3	1	2	3	3	1	5	3	3	3	3	4	28
19	3	2	3	4	2	3	3	2	3	4	3	2	3	3	3	2	4	3	3	2	3	3	29
20	5	3	2	3	2	1	4	2	4	5	3	4	3	4	4	3	5	3	3	2	4	5	34
21	2	4	2	2	2	2	4	2	2	2	1	2	1	4	2	1	5	3	3	1	2	2	23
22	2	4	3	2	2	3	3	3	2	2	1	3	2	2	3	1	4	3	4	2	3	3	26
23	3	3	3	2	1	3	3	2	3	2	1	2	1	3	3	1	5	3	2	3	3	3	25
24	4	5	4	3	3	4	4	1	2	5	4	4	3	4	3	3	5	3	4	2	4	5	36
25	2	2	1	1	1	1	1	1	2	2	1	1	1	2	1	1	2	3	2	1	2	2	15
Mean	2.8	3.0	2.7	2.1	2.3	2.3	3.0	2.1	2.2	2.2	1.8	2.5	2.0	3.0	2.4	2.6	4.3	2.6	2.5	2.2	2.8	2.5	25

BEST COPY AVAILABLE

APPENDIX I

ANOVA STATISTICAL CALCULATIONS

ANOVA Statistical Calculations

One-Way Analysis of Variance According to Nationality

Group	Count	Mean	Std.Dev.	Std.Ero.	95 Pct Cof Int Fro		Mean
PAL	7	2.5943	.3528	.1334	2.2680	to	2.9206
JOR	7	2.2629	.4012	.1517	1.8918	to	2.6339
SAD	4	3.0000	.8872	.4436	1.5882	to	4.4118
LIB	4	2.4900	.2778	.1389	2.0479	to	2.9321
Total	22	2.5436	.5219	.1113	2.3122	to	2.7750

Group	Minimum	Maximum
PAL	2.1200	3.0000
JOR	1.7600	3.0000
SAD	2.4000	4.3200
LIB	2.1600	2.8400
Total	1.7600	4.3200

One-Way Analysis of Variance According to Nationality
Category 1

Group	Count	Mean	Std.Dev.	Std.Ero.	95 Pct Cof Int Fro		Mean
PAL	7	2.0714	.4600	.1739	1.6460	to	2.4969
JOR	7	1.6667	.5000	.1890	1.2042	to	2.1291
SAD	4	2.4583	1.066	.5331	0.7620	to	4.1547
LIB	4	2.0417	.3696	.1848	1.4536	to	2.6297
Total	22	2.0076	.6267	.1336	1.7297	to	2.2855

Group	Minimum	Maximum
PAL	1.5000	2.6667
JOR	1.1667	2.6667
SAD	1.3333	3.8333
LIB	2.6667	2.5000
Total	1.1667	3.8333

One-Way Analysis of Variance According to Nationality Category 2

Group	Count	Mean	Std.Dev.	Std.Ero.	95 Pct Cof Int Fro		Mean
PAL	7	2.8857	.6414	.2424	2.2925	to	3.4789
JOR	7	2.2571	.5855	.2213	1.7156	to	2.7987
SAD	4	3.4000	1.1431	.5715	1.5811	to	5.2189
LIB	4	2.5000	.8246	.4123	1.1879	to	3.8121
Total	22	2.7091	.8228	.1754	2.2442	to	3.0739

Group	Minimum	Maximum
PAL	1.8000	3.6000
JOR	1.2000	3.0000
SAD	2.4000	5.0000
LIB	1.6000	3.6000
Total	1.2000	5.0000

One-Way Analysis of Variance According to Nationality Category 3

Group	Count	Mean	Std.Dev.	Std.Ero.	95 Pct Cof Int Fro		Mean
PAL	7	2.5714	.8381	.3168	1.7963	to	3.3465
JOR	7	2.0714	1.1701	.4422	0.9893	to	3.1536
SAD	4	3.1250	.7500	.3750	1.9316	to	4.3184
LIB	4	1.5000	.4082	.2041	0.8504	to	2.1496
Total	22	2.3182	.9946	.2120	1.8772	to	2.7592

Group	Minimum	Maximum
PAL	1.0000	3.5000
JOR	1.0000	4.0000
SAD	2.0000	3.5000
LIB	1.0000	2.0000
Total	1.0000	4.0000

One-Way Analysis of Variance According to Nationality Category 4

Group	Count	Mean	Std.Dev.	Std.Ero.	95 Pct Cof Int Fro		Mean
PAL	7	2.8036	.3877	.1465	2.4450	to	3.1621
JOR	7	2.7857	.4190	.1584	2.3982	to	3.1733
SAD	4	3.2500	.9410	.4705	1.7527	to	4.7473
LIB	4	2.9063	.6240	.3120	1.9134	to	3.8991

Total	22	2.8977	.5532	.1179	2.6525	to 3.1430

Group	Minimum	Maximum
PAL	2.3750	3.5000
JOR	2.2500	3.5000
SAD	2.5000	4.6250
LIB	2.0000	3.7550
Total	2.0000	4.6250

One-Way Analysis of Variance According to Nationality
Category 5

Group	Count	Mean	Std.Dev.	Std.Ero.	95 Pct Cof Int Fro		Mean
PAL	7	2.6071	.5748	.2172	2.0756	to	3.1387
JOR	7	2.2143	.4661	.1762	1.7832	to	2.6454
SAD	4	2.7500	1.0408	.5204	1.0938	to	4.4062
LIB	4	2.8125	.5543	.2772	1.9304	to	3.6946
Total	22	2.5455	.6438	.1373	2.2600	to	2.8309

Group	Minimum	Maximum
PAL	1.7500	3.5000
JOR	1.7500	2.7500
SAD	1.5000	4.0000
LIB	2.0000	3.2500
Total	1.5000	4.0000

BIOGRAPHICAL SKETCH

Mahmoud Fayez Suleiman was born in Nablus, the West Bank, on December 30, 1962. He completed his elementary and secondary education in a nearby small village *Asira el-Shamalya*. He received his Bachelor of Arts in English Language and Literature from An-Najah National University at Nabuls in 1985. He joined Arizona State University in 1986 and completed his M.A. in English in 1987. He joined ASU's College of Education in 1989 where he was a graduate assistant from 1989 to 1993. In the Fall of 1990, he was awarded a Title VII Fellowship, and in the Fall of 1992, he received a Dissertation Research Assistantship at Arizona State University. During his graduate study, he participated in several conferences at all levels, and was actively involved in publishing. He worked as a foreign language teacher at various institutions. Currently, he is teaching foreign languages at Rio Salado Community College, Phoenix, Arizona.